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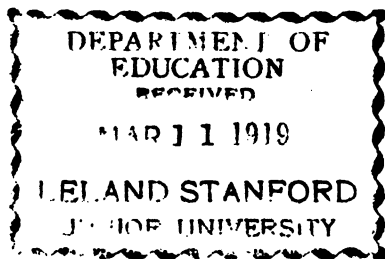
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"THE WAY TO LEARN TO READ IS BY READING."

C

# A COMPLETE COURSE IN READING

BY

M. W. HAZEN, M.A.

**PRIMER AND FIRST READER:** Words and Phrases from Pictures, Sounds from Spoken Words, New Words from Sounds and by Sight, Letters from Observation, Script from Models.

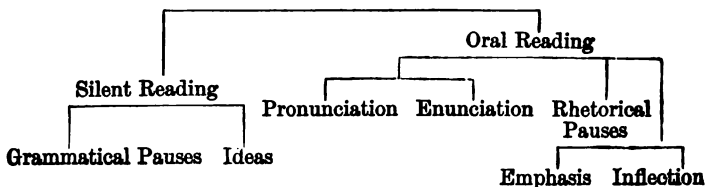
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## READING INCLUDES



## OUTLINE OF THIS SECOND READER.

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**GRADING.**—In order to grade a series of Readers perfectly, three things are observed :

**1. The Vocabulary.**—This has a slightly different object in this Reader from that in the First. In the first book the Vocabulary was made up of the words which the children easily recognized when spoken, and its object was to familiarize the pupils with the printed (or written) form of these words, alone and in combination. The Vocabulary in the Second Reader continues this work, but aims also to increase the number of words in the child's vocabulary.

Thus, words are selected that the pupil ought to know in order to express properly the ideas which he has. These words are so skillfully woven into the lessons as to guide the children both in knowing what they mean and in using them with such meaning. Proper grading, then, consists in using only such words as the child recognizes when spoken orally, or which represent ideas which the child has, but for the expression of which he has no vocabulary. It is believed that this has never been previously considered or secured.

**2. The Lessons** lead to a higher plane of thought and expression by *easy steps*. It is not *education* to tell a child only what he knows, nor to vulgarize the form of expression to the ordinary child's common usage. Each lesson in the successive Readers should add to the pupil's knowledge, and help him in its correct expression. Then he will ultimately have ideas and be able to express them correctly in simple, direct form, which is elegant, classical English.

**3. The Development** of each lesson is systematic, based on previous work, and calculated to give *accurate* knowledge and *exact* expression. Too many people in the world never see or know a thing exactly as it is, and few can tell it exactly as they know it. Accuracy, exactness, should never be left to chance or to mathematical training. From the beginning of the school-course to its end, one aim should be exactness both in thought and expression.

**LESSON PREPARATION.**—This must not be overlooked. It includes :

**1. A List of Words**, which need attention for (a) their spelling (letters and sounds), (b) their meaning, (c) their pronunciation.

**2. A Drill on the Lesson.**—This covers (a) a study of the illustration ; (b) the formation of words (by sounds—from two or more words—



by the use of a very few simple prefixes and suffixes); (c) copying titles, paragraphs, verses, etc.

**3. Language Lessons.**—These are found in each of the other exercises, but, in addition, include (a) grammatical forms, (plurals, parts of speech, etc.); (b) questions on the lessons and illustrations, to be answered orally or in writing, in complete sentences, either to get a changed verb-form or to draw out the meaning of the lesson; (c) making sentences containing words, in order to explain their meaning; (d) punctuation.

**4. Composition.**—This is a continuation of the Language Lessons, and is used in its simplest forms, such as (a) filling in blanks, (b) giving the lesson from an outline, (c) telling a poem in prose form, (d) making an outline of a lesson.

**5. Phonics.**—The sounds are taught gradually from the tables, and are applied in the Lessons, while common errors are effectually guarded against.

**6. Grouping.**—By this is meant collecting in groups the expressions that are to be read as a single word. This was taught in the preceding books, and should be continued all through the course. It has nothing to do with punctuation, but rests solely on the meaning. The pauses after these groups are called Rhetorical pauses. Next to knowing the meaning of a lesson, the most important thing in reading it well is the proper grouping. This brings out the emphasis, inflection, and tone; and the pause after each group enables one to look at the succeeding group before reading it.

**7. Silent Reading.**—This is the key to all book-knowledge, as well as to proper oral reading.

To read for ideas is the secret of rapid work in learning the Geography or History lesson, and, in fact, of nine tenths of all reading. Without it, oral reading is simply naming words, and must be too often senseless. Silent Reading to get the idea is therefore taught and insisted on from the first to the last book of this Series.

**8. Matter.**—Reading is first, but even that is better taught by selections in pure English covering information and ideas, and aiming at the highest mental and moral development of the pupils in the various branches of knowledge. Interest is gained by giving the child a sense of improvement and a feeling of added power. The selections cover a wide field of thought, and thus give variety to sustain and increase the interest, while leading the pupil to observe and to think about the common things around him.

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## TABLES. VOWEL SOUNDS.

Sounds of	macron —	breve ˘	dots ..	dot .	wave ~	circum- flex ^	a = æ; e, o, and u = i; u = æ; o = w; u = w; y = æ.
a	māy	băg	{ăre {all	{ask {was	—	cāre	any(ě)
e	mē, they	bĕg	—	—	hēr	thēre	pretty(i)
i	mine	bĭg	police	—	sĭr	—	—
o	mōw	bōg	dō	{wōn {wōlf	wōrk	cōrn	{one(wū) {women(i) {quit(w) {busy(i) {bury(ě) quay(ě)
u	mūse	būg	rude	pull	—	fūr	—
y	mÿ	hÿmn	—	—	mÿrrh	—	—
oo	mōon	bōok	—	—	—	—	—

Used by the International to indicate a long vowel unaccented, as sĕnătĕ, idĕa.

### 2. EQUIVALENT VOWEL SOUNDS.

a = ǝ	was, nôt	ǝ = u	wōlf, pull
a = ɛ	many, said, mĕt	u = ǝ	rude, dō
e = ā	they, veĭl, māy	ōō = ǝ	mōon, dō
ê = â	thĕre, thĕir, cāre	ōō = u	bōok, pull
î = ē	police, mē	ou = ow	out, cow
ô = a	fôr, fāll	oy = oi	boy, oil
ô = ū	sôn, sūn		
ȳ = ĭ	mÿ, mĭne	ě = ĭ = ǝ = ŷ = ū	
ȳ = ĭ	hÿmn, hĭm	hĕr, fĭr, wōrk, mÿrrh, ūrge	

The sounds of these vowels (if indeed they have any sound) are so united with the sound of r following as to be practically lost; e in *sergeant* is either e or d.

### 3. CONSONANTS. REGULAR SOUNDS.

ç soft, like s (mercy); e hard, like k (eat); ch, unmarked, as in child; çh soft, like sh (çhaise); ĝ (or unmarked) hard (ĝō); ĝ soft, like j (age); th sharp, unmarked (thin); th flat, or vocal (three); ng, unmarked (sing); n (sink); x, like ĝz (exact); x, unmarked, like ks (extreme); s, like z (is); qu, unmarked, like kw (quite); wh, unmarked, like hw (when).

### 4. CONSONANTS. EQUIVALENTS.

gh = p (hiccough); gh = f (cough); d = t (looked); di = j (soldier); ph = f (Philip); c, ce, or ci = sh (ocean); s, se, or si = sh (nauseous, mission, sure); t or ti = sh (nation, partial, patient); sc or sci = sh (conscience); ph = v (Stephen); x = z (Xenophon); x = ksh (noxious, luxury); s or si = zh (vision); z or zi = zh (azure, glazier); t or ti = zh (transition); g = zh (rouge); f = v (of); sc = zz (discern); c = z (suffice); ss = zz (hussar).

## VOWELS. (SOUNDS, NOT LETTERS.)

māy, dāy, sāy, gāy . . . . ā, ā, ā, ā (*long*)  
 mē, hē, bē, wē . . . . ē, ē, ē, ē (*long*)  
 pīe, hīgh, tīe, līe . . . . ī, ī, ī, ī (*long*)  
 lō, nō, sō, gō . . . . ō, ō, ō, ō (*long*)  
 ūse, cūe, hūe, dūe . . . . ū, ū, ū, ū (*long*)

\*ā, ē, ī, ō, ū. mā, mē, mī, mō, mū.

m-ā mā      m-ē mē      m-ī mī      m-ō mō      m-ū mū

ām, ām . . . . ă, ă (*short*) || mēt, mēt . . . . ě, ě (*short*)  
 ĩn, ĩn . . . . ĭ, ĭ (*short*) || ǒn, ǒn . . . . ǒ, ǒ (*short*)  
 ūp, ūp . . . . ŭ, ŭ (*short*) ||      ă, ě, ĭ, ǒ, ŭ.

\*mă, mă      mē, mē      mī, mī      mō, mō      mŭ, mŭ  
 m-ă mă      m-ē mē      m-ī mī      m-ō mō      m-ŭ mŭ

pă, pă . . . . ä, ä (*Italian*) || dɔ, dɔ . . . . ɔ, ɔ  
 ɫəw, ɫəw . . . . ʌ, ʌ (*broad*) || pʊll, pʊll . . . . ʊ, ʊ  
 ʌsk, ʌsk . . . . ʌ, ʌ (*intermed.*) || dāre, dāre . . . . ʌ, ʌ

\*mă, mă - mɔ, mɔ      mə, mə      mɔ, mɔ      mʊ, mʊ  
 m-ă mă      m-ɔ mɔ      m-ə mə      m-ɔ mɔ      m-ʊ mʊ

†ē,      ā,      ă,      â,      ǎ,      ä,      ʌ,      ō,      ɔ  
 mē, māy, mǎst, mǎre, mǎn, mă, mǎw, mōw, mɔ

†ī,      ĭ,      ě,      ǒ,      ŭ,      ʊ,      ū  
 fine, fĭn, fĕd, fǒp, fŭn, fʊll fŭme

\* Use other consonants with these sounds in the same way as *m* is used in the above lines; e. g., instead of m-ā mā, m-ē mē, etc., give the line, b-ā bā, b-ē bē, etc. Every vowel sound in our language is given on this page. There are many *equivalents*, but no other *vowel sounds*. † These combinations are given to teach the proper discriminations, and to develop the vocal organs. It is a good exercise to sing them to the scale, with one, two, or more utterances of each sound to each tone of the scale.

## CONSONANTS. (SOUNDS, NOT LETTERS.)

bābe,	ëbb . .	b, b, b, b . .	b-ā-be,	ë-bb.
eāt,	tăek . .	k, k, k, k . .	e-ă-t,	t-ă-ek.
dāy,	bād . .	d, d, d, d . .	d-āy,	b-ă-d.
fāt,	öff . .	f, f, f, f . .	f-ă-t,	ö-ff.
gō,	ëgġ . .	ġ, ġ, ġ, ġ . .	ġ-ō,	ë-gġ.
hē,	hăt . .	h, h, h, h . .	h-ă-t,	h-ē.
joy,	āġe . .	ġ, ġ, ġ, ġ . .	j-oy,	ā-ġe.
Kāte,	tāke . .	k, k, k, k . .	K-ā-te,	t-ă-ke.
düll,	lüll . .	l, l, l, l . .	l-ü-ll,	d-ü-ll.
māy,	āim . .	m, m, m, m . .	m-āy,	āi-m.
fün,	nün . .	n, n, n, n . .	n-ü-n,	f-ü-n.
pipe,	pīp . .	p, p, p, p . .	p-ī-p,	p-ī-pe.
răt,	tăr . .	r, r, r, r . .	r-ă-t,	t-ă-r.
săp,	păss . .	s, s, s, s . .	s-ă-p,	p-ă-ss.
tăek,	eāt . .	t, t, t, t . .	t-ă-ek,	e-ă-t.
vălve,	eāve . .	v, v, v, v . .	v-ă-l-ve,	e-ă-ve.
wē,	wīll . .	w, w, w, w . .	w-ē,	w-ī-ll.
yēs,	yēt . .	y, y, y, y . .	y-ē-s,	y-ē-t.
zēst,	băzz . .	z, z, z, z . .	z-ē-s-t,	b-ü-zz.
sīng,	rīng . .	ng, ng, ng, ng . .	s-ī-ng,	r-ī-ng.
thīn,	nōrth . .	th, th, th, th . .	th-ī-n,	n-ô-r-th.
thēn,	wīth . .	th, th, th, th . .	th-ē-n,	w-ī-th.
chûrch,	lûrch . .	ch, ch, ch, ch . .	ch-û-r-ch,	l-û-r-ch.
sēizure,	āzure . .	z, z, z, z . .	s-ēi-z-u-re,	ā-z-u-re.
shē,	wăsh . .	sh, sh, sh, sh . .	sh-ē,	w-ă-sh.

NOTE.—Pronounce both words slowly, dwelling on the sound you wish to teach. After giving the word several times, make the word from the sounds. Begin with one easy word, and go very slowly.

## VOCAL DRILL.

### REPRESENTATIONS OF ALL VOWEL SOUNDS.

ā : āte, āid, māy, breāk, gāuge, gāol, āye.

ă :ăt, plăid, guărantēe.

ä : ärm, äunt, heärt, guärd, bazäar.

â : dâre, fâir, beâr, prâyer, Aâron.

à : àsk (when followed by the smooth *r*, it becomes â).

ą : ąll, ąwe, ąraud, ąwl.

ą : wås.

ā : senāte, ravāge (long ā in unaccented syllables).

a : (unmarked = ě) many, saíd, says ; (a = û) liar ; as in final (marked by Worcester as obscure ; left unmarked by Webster).

ē : mē, ēat, bēef, thiēf, decēit, kēy, pēople, Portuguēse, Aēgis, oēsophagus.

ě : mět, hěad, diaěresis, hěifer, jěopardy, friěnd, Oědipus, guěst.

ę : they, veįl, mēļę.

ê : thêre, thêir, mēļę.

ē : hēr, hěard, guěrdon.

ê : êvent, crêate (long ê in unaccented syllables).

e : (unmarked = ĭ) pretty, been ; (= ä) sergeant ; rēcent (marked by Worcester as obscure ; left unmarked by Webster).

ī : īce, dīe, guīde, heīght, aīslę.

ī : fir.

ı : ıt, dutıes, buılt, captaın, foreıgn, carriage, tortoise.

ī : idēą (long ī in unaccented syllables).

ī : polıce.

ō : nō, ōats, blōw, fōur, hōe, dōor, yeōman, ōwe.

ō : ōn, knōwledge, lōugh.

o : dọ, blọom (or ọọ), shọe.

ô : bôrn, bôught, brôad, Geôрге, extraôrdinary.

o : wọlf, brọok (or ọọ).

ō : wôrk.



ô : sôn, natiôn (ti = sh), tóuch, blóod, dôes, porpóise, cushiôn, dungeôn.

ô : ôbey (long ô in unaccented syllables).

o : (unmarked = ĭ) women.

û : ûse, hûe, jûice, lieû, beaûty, mantûa-maker, neûter, youûth, yûle.

ũ : ũs, nervoũs.

ų : ųde, group, trųe, frųit, manoeųvre.

û : fûr, scoûrge.

ų : fulł, woułd.

û : ûnite (long û in unaccented syllables).

u : (unmarked = ĭ) busy ; (= ě) bury ; (= w) quit.

ÿ : mÿ, buÿ, rÿe, aÿe, eÿe (= ĭ).

ÿ : hÿmn (= ĭ).

ÿ : mÿrtle (= ĭ).

y : (unmarked = ě) quay.

ÿ : hÿena (long ÿ in unaccented syllables).

### DIPHTHONGS.

A real, or proper, diphthong consists of two vowel sounds in one syllable. When two vowels are written together, and one is silent, it is an improper diphthong. All the long vowels but ě are real diphthongs, while most of the apparent diphthongs are improper.

oi (ô-ĩ or a-ĩ) = oy (ô ô-ÿ ÿ) ± eoi, boil, boy, bourgeoisie.

ou (ă-ų or ă-ô) = ow = eo . . . out, crowd, Macleod.

### PECULIAR EQUIVALENTS.

hautboy (au = ô), beau (eau = ô), sew (ew = ô).

grew (ew = o = ô), dew (ew = û), few (ew = û).

view (iew = û), ewe = û, beaufin (eau = ĭ or ô).

### PUNCTUATION AND DEFINITIONS.

The **period** (.) is used after a statement or a command, and to show that letters are omitted.

The **comma** (,), **semicolon** (;), and **colon** (:) are used between the parts of a sentence to make the meaning plain.

The **apostrophe** (') is used to denote ownership, and to show that letters have been omitted.

The **quotation marks** (" ") are used to denote that the words inclosed by them were spoken exactly as they are printed.

The **exclamation point** (!) shows surprise, astonishment, or alarm.

The **interrogation point** (?) is used at the end of a question.

The **hyphen** (-) connects the syllables of a word, and also the words that form a compound word.

**Parentheses** ( ) inclose explanations or illustrations of the regular text.

The **dash** (—) is used to denote an unfinished sentence, a break or sudden change in the sense; to increase the length of a pause, and, instead of stars (\*\*), to show that letters or words are omitted.

1. A **name-word** (or **noun**) is the name of anything.

*(A noun is said to be in the singular number if it means but one, and in the plural number if it means more than one.)*

2. An **action-word** (or **verb**) is a word that expresses action.

3. A **pronoun** is a word that takes the place of a noun.

4. A **quality-word** (or **adjective**) is any word that tells the quality of any object.

5. A **describing-word** (or **adverb**) is a word that tells how, when, why, or where an action is done.

6. **Connecting-words** (**prepositions** and **conjunctions**) are words that connect other words, and show how or why they are joined together.

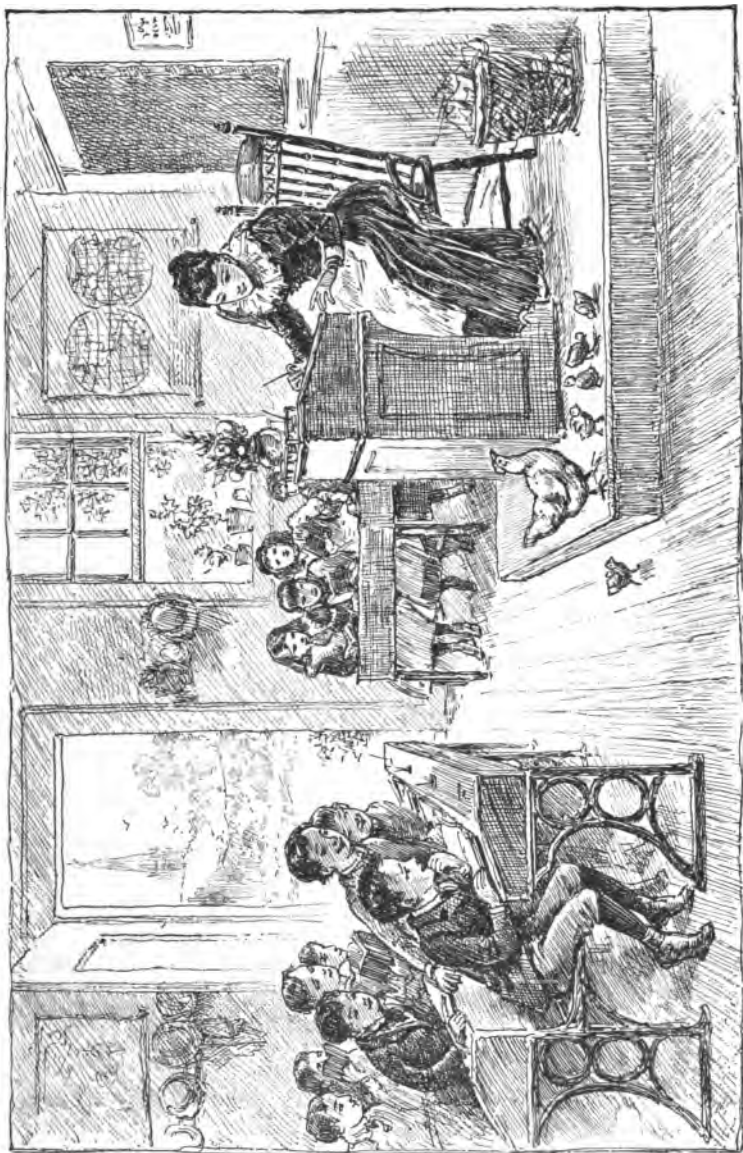
7. An **interjection** is a word expressing surprise, alarm, astonishment, or pain.

8. A **sentence** is the complete expression of a thought in words. (A sentence must always contain at least two words—a noun or pronoun and a verb—expressed or understood, and should always begin with a capital letter.)

9. A **question** is a sentence used to ask something.

10. A **statement** is a sentence used to state something.

11. An **exclamation** is a sentence used to express pain, astonishment, alarm, or surprise.



# SECOND READER

## I. THE STRANGE VISITOR.

1. The schoolroom was very quiet. The boys and girls were all busy with their lessons. It was a warm day, and the windows were wide open.

2. The birds were singing in the tree near the schoolhouse, but the children did not hear them.

3. Quietly a strange visitor came through the open door, and, with her few little ones, slowly walked to the middle of the room.

4. Then she stood and waited. No one gave her a seat, for no one knew she was there.

5. Even the teacher, working at her desk, had not seen her caller.

6. The visitor looked round the room as if to see where she and her family could rest for a few minutes, but there was not an empty seat.

7. At last she turned to the platform, where

the teacher was sitting, and, with her children close around her, stood near the teacher's chair.

8. No one saw her, and she stood still, as if waiting to be noticed; then she spoke.

9. "Cluck, cluck!" said she, in quite a loud voice, and the teacher and children jumped nearly out of their seats.

10. When they saw the queer little hen and her five chickens, they all laughed, and the teacher said, "Mrs. White Hen, we are glad to see you, but the school for chickens is out in the field;" and the hen with her brood walked away, to find the right school.

---

1. Quiet (qu=kw), window, middle, visitor, waited, family, empty, turned, close, noticed (d=t), platform, brood, jumped (d = t).

2. Was the room *noisy*? Were the *children* *idle*? Was the door *shut*? Did the hen walk *rapidly* to the *center* of the room? Did the hen *stand close by* the teacher? Was this school in the country? Was it winter? What mark is used after *Mrs.*? Is *Mrs.* a short form for *Mistress*? What is meant by a brood of chickens? What do you call a number of geese? of cattle? of sheep? of soldiers? Find words in the lesson in which *ee*, *ie*, or *ea* have the sound of *ē*. Is a sailor one who sails? Is a visitor one who visits? Is a caller one who calls? What can you see in the picture that is not mentioned in the story? Change the word *family* to

make it mean more than one. What words in the first paragraph would you read as one word? Would you read the first sentence, The schoolroom was very quiet, or The schoolroom was very quiet? In the second sentence, would you make the sense-words The boys and girls were all busy with their lessons? Be careful, *generally*, to stop after a sense word or group only a second or two. The shortest pause possible is all that is generally required, but sometimes the sense shows that a longer pause is needed. In grouping words, take no notice of the punctuation, excepting as far as necessary to help you to understand the sense. Every lesson should be marked in groups for reading, until you make the pauses properly. The slightest mark that will catch the eye is all that need be made. "Quietly | a strange visitor | came through the open door | and | with her few little ones | slowly walked to the middle of the room."

NOTE.—Under 1 will be found a list of words. These are (a) to be spelled by letter; (b) to be spelled by sound, marked, and the silent letters indicated; (c) to be defined as far as definitions are needed to show that pupils understand their meaning in the lesson. This can be done by using them in sentences, by giving their opposites, by giving synonyms, or simply in the pupil's own language. Dictionary definitions are generally good, but, in many cases, not so desirable for these lessons as the simple meaning that the pupils can be led to give for themselves. Take the word *window*, for example. Pupils know what a window is, but they may not be able to express themselves. Lead them to do so by talking and questioning about it until they can clearly define it, both as the opening in the wall to let in light and air, and the sash or door that closes it. This cultivates the powers of observation, thought, and expression, and is a better definition for them than "an aperture . . . for the intromission of light."

If pupils have not been well drilled on the *tables*, and can not spell the words by sound, begin at once a drill on the tables, and apply the sounds as fast as learned to the words in the list for spelling.

Under 2 will be found a few questions to guide the work in language, thought, expression, etc. These questions should generally be answered in complete sentences. The words or forms in the questions are often different from those in the lesson, and the answers should use the words of the lesson to show that both words are understood. The second exercise in this lesson has been made quite complete as a guide to the work expected in future lessons. The few questions inserted in each lesson are merely suggestions. Every class can easily cover the work outlined, and most classes can and should do a great deal more. Do not limit the work in any direction to the outline given, but use this as a guide only.

## II. THE LITTLE BIRDS.

1. Here are three little birds in a nest,  
In a nest high up in a tree;  
They swing in the sun all day,  
As happy as happy can be.
2. What if the birdies should fall,  
Fall from their nest so high?  
Their feathers have not yet grown,  
And no one has taught them to fly.
3. By and by their wings will grow strong,  
Grow strong; and some bright sunny  
day,  
Taught by their birdie mamma,  
They will fly through the air away.

---

1. Sunny, feathers, taught, grow, strong.  
2. Where are the birds? Where is their nest? What do they do? How happy are they? If they should *drop out* of their nest, would they get hurt? Have their feathers grown? When will their wings grow strong? Who will teach them to fly? What will they do then? What sound has *ea* in *feathers*? *au* in *taught*? What is *nest* the name of? Of birdie's home? Is it a name-word? Tell three words in the lesson that are the names of some things.

In a nest high up in a tree . In a similar way mark

the groups in the second line of the second stanza, and in the first and second lines of the last stanza.

NOTE.—Answers to 2 will tell the entire poem in prose. If pupils can write well enough, this would be better written.

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### III. THE POEM RE-TOLD.

*A little bird made her nest near the top of a large tree. She thought the cat could not get at it there. By and by there were three little eggs in the nest. Now there are three little birds.*

*Their mamma feeds them and takes care of them. They seem very happy as they swing in the sun.*



If they should fall from  
their nest they could not fly  
up again.

But they will soon get  
strong: their feathers will grow;  
and their mamma will teach  
them to fly.

---

1. Feeds, thought, now, teach.

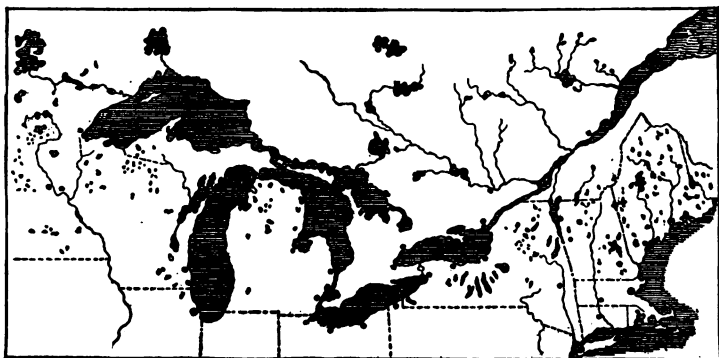
2. What did the bird *think*? Who *cares* for these birds? Of what is a bird's nest made? Who makes it? Do all birds make nests in trees? Would birds fly if they were not taught? Group the words in the second paragraph. Is *mamma* a name-word? Give two name-words not in the lesson. What sound has *ou* in *thought*? What sound of *a* is like this? What is the sound of *th*? What letters are silent? What words can you make from *feed*? Tell the poem in your own language. Compare your work with this lesson. Is anything told in prose that is not in the poem?

NOTE.—As the entire lesson should be *grouped*, only a few groupings are asked for, simply to remind you at first of the value of doing this work well. To make words from a given word, use prefixes, suffixes, and other words; e. g., *see, seeing, saw, unseen*. The parts of speech are developed as an aid to reading and to expression.

IV. THE EARTH.

1. Mamma says that the earth is round like a ball. It does not look round, but mamma knows about it, and so it must be round.

2. I know it is very large, and is made up of land and water. There are many little ponds and many large ponds, or lakes, on the earth.



3. There are five very large ponds, called oceans. There are some great lakes, but they are not so large as the oceans.

4. One day I went with papa to see the ocean. Oh, how large it was! I could not see across it.

5. Papa and I went into the water. It was very cold and very salt.

6. I got some of the salt water in my mouth, and did not like it.

7. The water in all the oceans is salt, but in almost all the lakes and ponds the water is fresh.

All the oceans are salt.

Some lakes are salt, too.

---

1. Lakes, oceans, fresh, does, salt, almost, land, ponds.

2. What ocean did this boy see? Did you ever see a lake or a pond? Where was it? What sound has *ey* in *they*? Is the *y* silent? Then [e] sounds like what letter? [e] = [ā] Can you tell what oceans touch the United States? Change to questions the first sentence in paragraph five, and the whole of seven. What words can you make from *large* (*r, st*)? from *call* (*ed, ing*)?

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## V. THE OCEAN.

1. When I was down by the ocean I saw large ships sail on it. They go to places a long way off.

2. Papa says they go so far that the men on

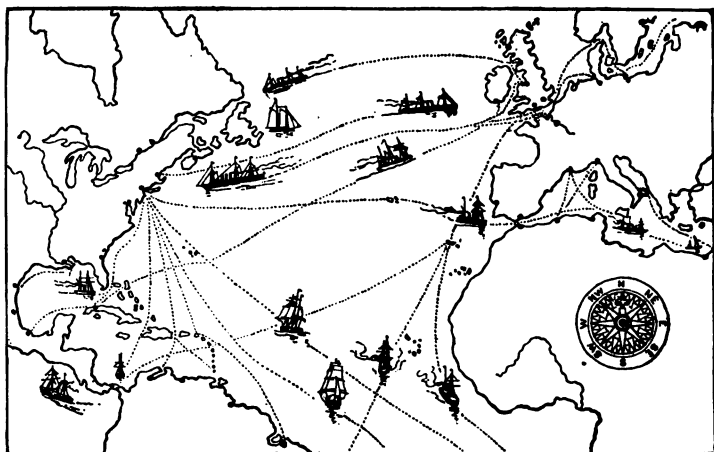
them do not see land for many days. I can see in the picture the way they go. How can they find their way on the water in the night?

3. They look at the stars, and the stars tell them where to go. Then they have a little needle in a box. This needle always points to the north.



4. With this needle and the stars they find their way on the water as well as I can on the land.

5. I like to sail on the salt water. Papa and mamma and I went out on the ocean to sail. Mamma did not like it very well, and wanted papa to sail back to the land.



6. I saw many fish in the salt water, and men in boats were catching them.

*I can row on salt water.*

1. Places, went, catching, north, points, needle.

2. Can you point to the north? Do you know any salt water fish? What sound has *a* in *any* and *many*? It sounds like what other letter? ē Group the words in paragraph 5. When you speak of yourself and of some one else, which do you name first? Did they *go* in a boat? Did he *see* the fish? What words can you make from *sail* (*ed, ing, or*)? *look?* *point?*

NOTE.—Words are sometimes given under 1 that have been previously put in the list of words. This is either because they are difficult or are used with a different meaning.

## VI. THE HOLIDAY.

1. Put up your books and slates to-day;  
This is the sunny first of June,  
And we will go this afternoon  
Over the hills and far away.
2. Hurrah! we'll have a holiday,  
And through the wood and up the glade  
We'll go, in sunshine and in shade,  
Over the hills and far away.
3. The wild rose blooms on every spray,  
In all the sky is not a cloud,  
And merry birds are singing loud,  
Over the hills and far away.
4. Not one of us behind must stay,  
But little ones and all shall go,  
Where summer breezes gently blow,  
Over the hills and far away.

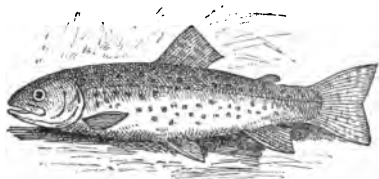
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1. Hurrah, holiday, glade, spray, behind, breezes.

2. What is a holiday? What words can you make from *noon*? Give the name-words in the first two stanzas. What is left out in *We'll*? What word means "a small branch or twig"? What other meaning can you give to the same word? Why does *June* begin with a capital? What sound has *u* in *June*? Mark the sound of *oo* in *noon*. What sound has *ow* in *blow*?

## VII. FRESH WATER FISH.

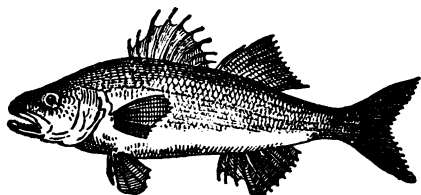
1. There are a great many fish in fresh water. Boys often catch them with a hook.



2. The brook trout are very small, but I like them better than the larger trout that live in ponds and lakes.

3. The salmon look like large trout, but their flesh is of a reddish color, while the flesh of the trout is almost white.

4. Salmon are found both in fresh and salt water, but many fish, like pickerel, trout, and perch, live only in fresh water.



5. Many fresh water fish have relations that live in salt water. The salmon and trout belong to the same family, and the sea bass is a salt water perch, with its tongue covered with little teeth.

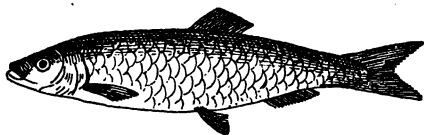
*Some fishes have teeth.*

Trout like fresh water,  
and they are good to eat.

1. Relations, salmon, trout, perch, sea bass, reddish, pickerel.
2. Do all fish have scales? Do fish have teeth? Can fish breathe under water? What kinds of fish have you seen?

#### VIII. THE SALT WATER FISH.

1. The fish that live in the ocean are larger than the fresh water fish. The codfish, the bluefish, and the halibut are among the common salt water fish that are eaten everywhere.



2. Oysters, lobsters, and clams are called shellfish, because they are covered with a hard shell, while most fish are covered with scales.

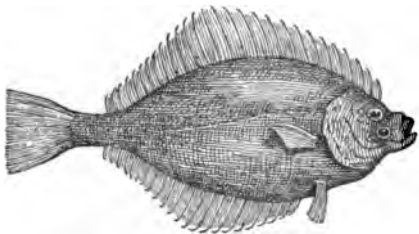
3. When I got the salt water in my mouth I did not like it. But I think that the fish in the ocean must like salt water to swim in and to drink.

4. There is no fresh water in the ocean, and if the fish drink any water it must be salt.



5. Sometimes, when I was on the water, I could see the fishes swim by the boat.

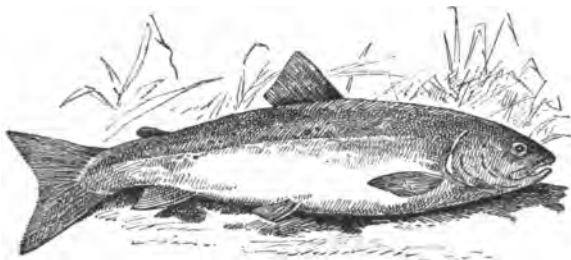
6. A boy can swim fast, but I think no boy can swim as fast as a fish.



7. A boy swims with his hands and feet, but a fish has no hands or feet.

8. He swims with his fins, and uses them as boys use their hands and feet. You can see the fins in the pictures of fish. I can swim a little, but not very fast.

9. I tried to catch a fish, but my hook was not a good one. The fish would watch the hook when I let it down into the water, but



they would not take it. I believe I can catch one with a good hook.

A fish has fins, but he  
has no hands nor feet.  
He swims with his fins.

1. Halibut, oysters, lobsters, clams, scales, fins, believe.
2. Do fish drink salt water? Point out the parts of the fish in the pictures.

#### IX. THE FLY.

1. Baby-bye, here's a fly;  
Let us watch him, you and I;  
How he crawls up the walls,  
Yet he never falls!
2. I believe, with six such legs,  
You and I could walk on eggs;  
There he goes, on his toes,  
Tickling Baby's nose.
3. I can show you, if you choose,  
Where to look to find his shoes;  
Three small pairs, made of hairs—  
These he always wears.



4. Tongues to talk have you and I.  
God has given this little fly  
No such things; so he sings  
With his buzzing wings.

*God has given us tongues.*

Flies have wings and legs.  
God made this little fly.

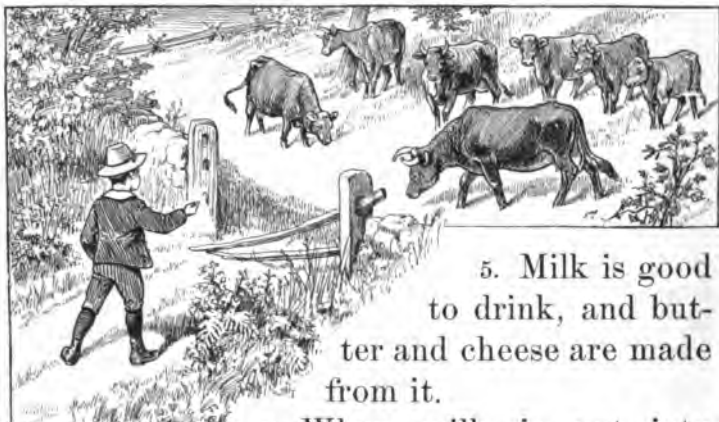
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1. Baby-bye, goes, given, walls, crawls, such, pairs, tickling.
  2. A fly crawls up what walls? Has a fly six legs? Do you believe you could walk on eggs? Did a fly ever tickle your nose? How many pairs of shoes do you wear? Do they wear out? Do a fly's shoes wear out? What do you talk and sing with? What sound has *o* in *shoes*? Has it the sound of *o* in *do*? [*o*] Give the name-words in the second stanza. In the second line of the poem, why in "you and I" is *I* last? Do you find the same words used again in the poem? Are they always in this order? What words can you make from *watch* (*es, ing, ed, un, ful*)? from *go*?
- 

#### X. ABOUT COWS.

1. In the winter time, when there is no grass in the field, the cows are given hay and grain to eat.
2. But as soon as the sun and rain make the green grass grow again, the cows are put out to feed on it. They like the new grass better than the old, dry hay.
3. I can see seven cows in the picture. Four of them have horns, and three have no horns.

4. It is time for the men to milk the cows, and John is calling them home.



5. Milk is good to drink, and butter and cheese are made from it.

6. When milk is put into pans, the cream comes to the top of it. Then the cream is taken off the milk and is made into butter.

Some cows have horns, and others do not have them.

Butter is made of cream.

Cheese is made from milk.

1. Rain, field, grain, again, calling, grass, horns, butter, cheese, cream, taken, seven.

2. Do you know how butter is made? When does the green grass grow? What is done with cows in the winter? What is *grain*? What animals eat grass? Group the second paragraph. What words can you make from *milk* (*s, ed, ing, un*)? What is the sound of *ä* in *gräss? fäst? ask?* ä ä

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## XI. THE OLD CLOCK.

1. There is a large old clock on the stairs at my house. It never stops, but goes “tick, tick, tick!” all the time, day and night.

2. Every hour it strikes. Hear it! “Ding, ding, ding, ding!” It is four o’clock.

3. I can tell the time by looking at its hands. The long hand points to XII., and the short hand points to III.

4. The short hand is the hour hand, and tells what hour it is. The long hand is the minute hand, and it tells the minutes.

5. Where do the hands point at noon? Where do they point when you get up?

6. Before clocks and watches were made, there were many ways of telling the time.

7. My father has a sun-clock, a water-clock, and a sand-glass. I can tell the time

by the sun-clock from the shadow of a little pin. This shadow points to the hour.

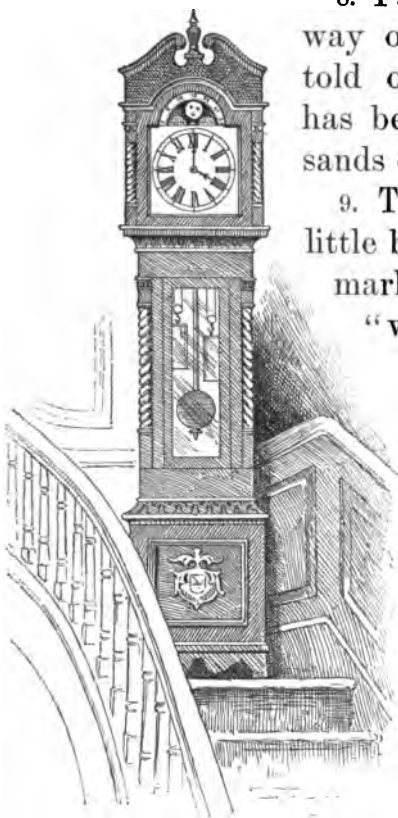
8. Father says that this way of finding the time is told of in the Bible, and has been known for thousands of years.

9. The water-clock is a little bottle, with the hours marked on the side. To "wind up this clock" you fill the bottle with water. There is a little hole in the bottom of the bottle, and, as the water runs out, the top of the water shows the hours.

10. The sand-glass looks like two halves of an egg, fastened together at the ends.

One glass is filled with sand, which runs into the other glass through a little hole.

11. The one father has is called an hour-



glass, because it takes an hour for all the sand to run out; but there are three-minute and five-minute glasses, and I do not know how many others.

A clock goes tick, tick.  
Its hands tell the time.  
It is now four o'clock.

1. Fastened, shadow, thousands, bottle, marked, hour, ding, short, tick, stairs, noon.

2. What is left out in *o'clock*? How many minutes in an hour? When the clock strikes, how can you tell the hour? What word in the third paragraph tells what the long hand does? Words that tell the action of anything are *action-words*. *Points* is what kind of a word? Name three other *action-words* in the lesson. What letters are silent in *fastened*? What words can you make from *old*? *stop*? *run*? *fasten*? What sound has *u* in *minute*? Has it the same sound as *u* in *busy*? Is it the same as *i* in *minute*?

---

## XII. MONEY.

1. When I was a very little boy, mother sent me down to the store to buy something for her.



2. She gave me half a dollar, and told me that I must get thirty cents in change. If the storekeeper had given me a quarter and a nickel, I should have known that I had the thirty cents; but he gave me in change one ten-cent piece, two nickels, and a lot of cents.

3. I could not tell how much they all made, and ran home with the money to see if it was right.

4. Mother said she thought I ought to learn to make change, and so every day she and I played store, until I could always tell how to change any piece of money.

5. I found that in a dollar there were one hundred cents, or two half-dollars, or four quarters, or ten dimes, or twenty nickels.

6. Then I knew that in a half-dollar there were fifty cents, or two quarters, or five dimes, or ten nickels; and that in a quarter there were twenty-five cents, or two dimes and one nickel, or five nickels.

7. As a nickel is a five-cent piece, and a dime is a ten-cent piece, it was not very long before I could take my change-box and count out just the change that mother asked for.

Ten cents make one dime.  
A dime is made of silver.  
A nickel is five cents.

---

1. Cent, piece, dollar, quarter, half, twenty, dime, hundred, nickel, change.

2. What is the sound of *c* in *piece*? of *qu* in *quarter*? Find a *name-word* and an *action-word* in the fourth paragraph, and two of each in the seventh. Group the words in the seventh paragraph. Change *half* to make it mean more than one. Change to questions the following sentences: "Mother sent me;" "She gave me;" "She told me;" "Mother said." What words can you make, using *thing* with other words (*no, some, any*)?

---

### XIII. NORTH, SOUTH, EAST, AND WEST.

1. "Little boy, is the schoolhouse north of you?"

2. "North of me? Let me think. There is the sun. It is just rising.

3. "I know it always rises in the east. I will stand with my face to the sun. There! Now I am looking to the east. My right

hand points to the south, and my left hand to the north.



4. "Yes, the schoolhouse is north of me. My papa's house is east of me, and the dog is running to the west.

5. "The boys are playing south of the schoolhouse, but north of me. The west is back of me, and the sun will set there tonight. North, south, east, and west. Now I know where they all are."

*The sun rises in the East.*

*The sun sets in the West.*

---

1. Schoolhouse, right, south, east, west, rising, rises, just.

2. Is the boy east of the dog? Is the schoolhouse north of

the boys? Is the little boy south of the boys? Is the house west of the sun? What sound has *a* in *what*? Has it the same sound as *o* in *on*? a = o. What words can you make from *rise*? What would *eastward* mean? Put *ward* with other words where it will have the meaning "in the direction of" (*up, down, in, out, south, north, west*).

---

#### XIV. USEFUL PLANTS.

1. See how red this beet is! I have just pulled it out of the ground. Who put it there?

2. No one put it there. I plant a beet seed in the earth, and soon the beet grows there.

3. Many things, such as beets, potatoes, and turnips, that are good to eat, grow under ground.

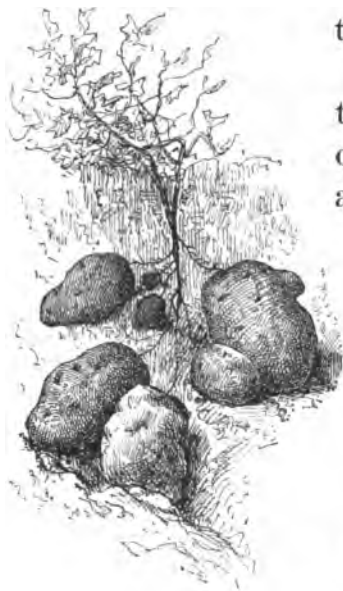
4. But more things that we like to eat grow in the bright sunlight. Beans, peas, apples, melons, cabbages, corn, grain, dandelions, and many more things that we can not get along without, grow above ground.

5 So you see that we sometimes eat the



root of the plant, and sometimes the fruit or leaves or seeds, and throw the rest away.

6. But the trees and the vines and the stalks, on which the apples and melons and cabbages



grow, have roots in the ground ; and beets and potatoes and turnips all have leaves above the ground. Then, if there were no roots or leaves, none of these things would grow for us to eat.



7. The roots are fed by the moist earth, while the leaves take more food from the air. You can always kill that part of a plant that is above ground by cutting off its roots, and sometimes you can kill the roots by pulling off the leaves or by cutting off the stalk ; but the real life is in the roots, and they will almost always send up shoot after shoot, as others are removed.

8. If you cover the stalk and leaves with earth, and let the roots stay above ground, the plant will die. There are a few plants that will live with their roots in water, and a very few others whose roots can get food from the air ; but there is no plant whose leaves and stalk will live underground.

*I like to eat some roots.  
Some trees bear fruits.  
Apples are good to eat.*

---

1. Beet, potatoes, turnips, beans, peas, stalks, above, melons, dandelions, fruit, cabbages, removed.

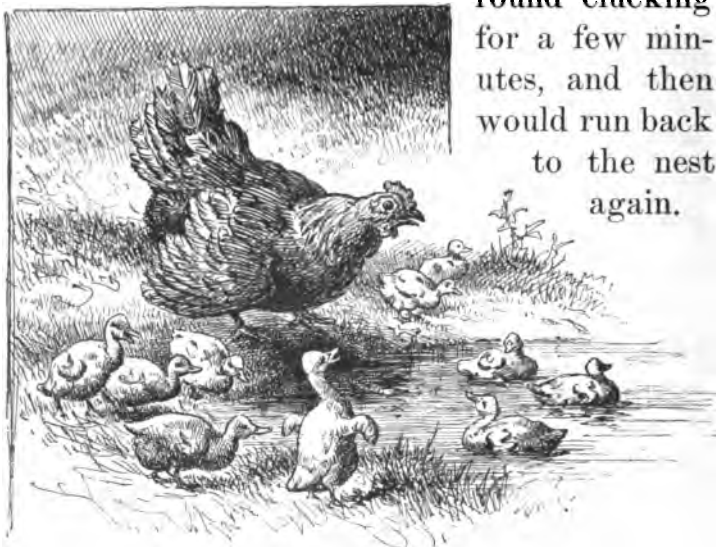
2. Which are seeds ? Which are fruits ? Which are leaves ? Which are roots ? Could trees live without roots ?

Tell the name-words in the third paragraph. In the fourth paragraph what is the action-word used with *beans, peas*, etc.? Group the words in the fifth paragraph..

#### XV. THE WRONG FAMILY.

1. One day we had a hen that stopped laying eggs, but stayed on the nest all the time.

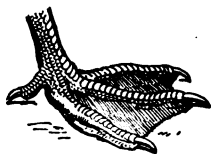
2. If I took her off the nest, she would go round clucking for a few minutes, and then would run back to the nest again.



3. So Father told me I would better put some eggs in her nest and let her sit, if she wanted to.

4. I could not find any hens' eggs, and so put some ducks' eggs in the nest.

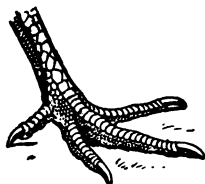
5. When the hen found that she was really going to raise a family, she was so happy that she did not seem to know what kind of eggs she was sitting on.



6. In a few weeks she came off the nest, with a fine family of little ducks, and was too proud to take notice of the other hens in the yard.

7. There was a small pond not far from the barn, and as soon as the little ones saw the water, away they ran, and were soon swimming with the old ducks.

8. The poor hen-mother was greatly troubled by this action on the part of her family. She would not go into the water, but ran here and there, clucking as loud as she could.



9. But the little ducks wanted to swim, and swim they would, in spite of all she could say or do.

10. At last they got tired, and came out of the water. They were not very wet, and the



old hen took them back to her nest, and seemed quite happy to find that none of them was lost.

11. Ducks have such queer feet. I think they are made just to swim with; but they are not so good to walk with as a hen's foot.

12. A duck's foot has four toes—one short toe and three long toes. The long toes are joined by a thin skin, and her foot is called a webfoot, because the skin looks thin like a web.

13. When the ducks swim their toes spread out, and they use their feet as a man uses oars in a boat.

All ducks have web-feet.

---

1. Wrong, really, raise, proud, notice, troubled, action, spite, joined, webfoot, spread.

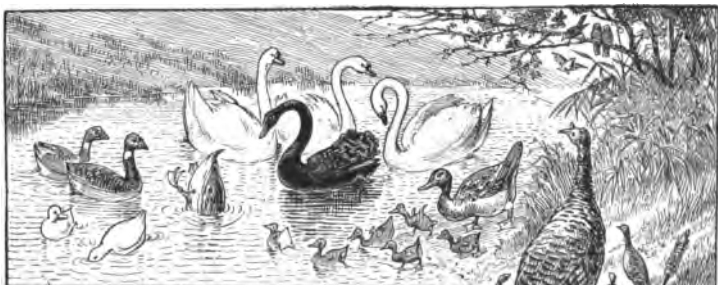
2. How many toes does a hen have? Are they joined like a duck's toes? Can a hen swim? Group the words in the thirteenth paragraph. Did the boy have a hen? Did he take her off the nest? What did his father tell him? Change *duck* to make the word mean more than one. What does *ducks* mean? What does *duck's* mean? What sound has *oi* in *joined*? Has it the sound of *oy* in *boy*? Mark the sounds

of each letter in *oi* and *oy*. [öï] = [öÿ] As *oi* and *oy* always have this sound, they are not marked in words. What words can you make from *happy*? *great*? *loud*?

---

#### XVI. WATER BIRDS.

1. "Who can tell what birds can swim?  
Do you know, Tom?"
2. "Yes, I know that all birds can swim."
3. "O Tom! You know that a hen will  
not go into the water!"



4. "I know that. But if you put her into the water, she will swim to land pretty fast. Feathers are light, and they will keep a bird on top of the water, so that all birds can swim. But only those birds with webfeet can swim well."

5. "A duck has webfeet, and likes to swim. She will stay on the water hours at a time. A goose can swim well, too. She has webfeet like a duck's."

6. "But a fish can swim as well as a duck."

7. "Yes, a fish can swim, but a fish is not a bird. A bird has wings and feathers. A fish is made to live in the water all the time."

---

1. Feathers, light, webfeet, goose, keep.

2. What is a webfoot? Name some birds that are not webfooted. Give three meanings of *light*. Change *goose* to make the word mean more than one. Find three *name-words* and the *action-words* used with them in the lesson. Do birds that fly like to swim? Do you know a bird that has webfeet and can fly a long distance? Where do wild ducks go from the north in the fall? Make all the words you can from *stay*.

---

## XVII. SHEEP-SHEARING.

1. My uncle lives on a large farm. He raises a great many sheep. Once every year the men and boys take the sheep down to the pond, and after washing them very clean, cut off all their wool.

2. The sheep do not seem to like being washed much better than some little boys do, and I used to think it was cruel to treat them

so, and then to cut off all their nice warm coats.

3. But this is done only in warm weather, and they do not need their wool then. It will grow again before the winter comes.



4. They do look so queer when they are sheared! They hardly seem to know themselves or each other for some days after they lose their covering.

5. The wool is very useful for us. Mother asked me to write the names of all the things

I could think of that are made of wool, and, to help me, gave me three questions.

6. What do we wear that is made of wool? What things made of wool are used in the house? What things made of wool do we use out-of-doors?

7. I have made a list of sixteen things that are made of wool and are useful to man.

---

1. Uncle, washing, cruel, treat, coats, weather, sheared, hardly, themselves, each, sixteen, list.

2. What does *shearing* mean? What are *shears*? Make a list of the things made of wool. What does *ful* mean in *useful*? Give two meanings of *raise*. Where did the boy's uncle live? What did he raise? What was done to the sheep every year? Ask questions covering the next three paragraphs in the same way that these questions cover the first paragraph. How many words can you make from *raise*? *wash*? *clean*? *wool*? *nice*?

---

### XVIII. THE HIDDEN NEST.

1. A little bird had made her nest under a tree. In the nest were four little eggs.

2. When Harry was going to school one day, he saw the bird fly away from the tree, and he thought there must be a nest near by.

3. So he ran to the tree and began to look for the nest.

4. The bird made a noise as if to say, "Do not go there; I do not want you to see my nest. I am afraid you will hurt it or will



take away my pretty eggs. No, no! No, no, little boy! Do not go near the tree."

5. Harry knew by this that there was a nest not far away, and he looked carefully for it.

6. Just then he saw, down in the grass, the prettiest little nest with four eggs in it. The

bird came very near him, and watched him to see if he were going to hurt her nest.

7. But Harry would never take the little bird's eggs away from her. He said, "You must not be afraid of me, little bird. I only wanted to see what pretty eggs you had, and now I will go away to school."

---

1. Began, noise, afraid, carefully.

2. Did you ever see a bird's nest? How many eggs were there in it? How do birds hatch their eggs? Does the male bird hatch the eggs? What bird made the largest nest you ever saw? Of what are birds' nests made? Did Harry begin to look? Did he run to the tree? Did the bird make a noise? Did Harry know the nest was "not far away"? Find the *name-words* and *action-words* in the last four questions. What words can you make from *go?* *do?* *hurt?* *care?* Give the sound of *oi* in *noise*. Does it sound like *oy* in *boy*?  
 [ɔɪ] = [ɔɪ]

---

### XIX. HOW THE NEST WAS FOUND.

1. "Little bird, I wish I knew  
 Where your home is. Tell me, do!  
 Is it down among the grass,  
 Where none see it as they pass?  
 Tell me, little brown bird, do!  
 I'll not hurt your nest, or you."

2. "Do not go down near that tree;  
If you do, my nest you'll see.  
No, no! little boy. No, no!  
Do not go! Oh, do not go!"
3. "Little bird, the more you say,  
The more I want to go that way.  
Your little nest is there, I know,  
As you wish me not to go.  
There, I see the nest, and so,  
Having seen it, I will go."

---

1. Among, you'll, brown, none, I'll, pass.

2. Do birds talk? Why do birds not like to have boys find their nests? Do all birds build nests on the ground? *I'll* stands for what? What letters are left out of *you'll*? What mark shows that letters are left out of a word? What did the bird say to the boy? What did the boy say to the bird? What sound has *o* in *among*? What sound has *a* in *pass*? Write this poem in your own language. *ô, â.*

---

## XX. THE CHILDREN'S RIDE.

1. A little boy once had a large dog. The dog's name was Fido. The boy's name was Paul.

2. Paul could fasten Fido to his wagon, and he would draw it up and down the street.



3. One day Paul and his sister Lucy were riding in the wagon near the brook, when they saw a pig and cried out, "See the pig! See the pig!"

4. Fido saw the pig too, and thought they were telling him to run after it.

5. The pig ran into the brook, and Fido went down the hill and into the brook after him, not thinking of the two children in the wagon.



6. Lucy fell out on the hill, but she ran down to the brook as fast as she could, because she was afraid that Paul was hurt.

7. Paul soon got out of the brook. He was wet enough, but said he thought a little water would not hurt him any.

8. When Fido saw what he had done, he



came back looking very sorry, and the children told him that he must be careful and not run after a pig again when they were riding.

9. Fido looked as if he knew what they said; but I am afraid that he would run after the next pig he saw, just the same as if he had not been told not to do so.

---

1. Fasten, wet, next, thought, been, cried, fell, wagon, soon.

2. *Fasten* means what? Give the silent letters in *fasten*. What is the silent letter in *two*? What is the sound of *gh* in *enough*? [*gh*]=*[f]* Did Paul have a dog? Did the dog see a pig? Did Fido think Paul told him "to chase" the pig? Did the pig run into the brook? Did Fido go down the hill? Find the *name-words* and *action-words* in the first paragraph. Make all the words you can from *fasten*, *cry*, *child*.

---

## XXI. DO YOUR BEST.

1. Do your best—your very best—  
And do it every day!  
Little girls and larger girls,  
That's the wisest way.
2. Do your best—your very best—  
At home, at play, at school!

Little boys and larger boys,  
That's the wisest rule.

3. If you find your lessons hard,  
Why, study harder too!  
Learn your lessons well to-day,  
You'll better learn the new.
4. If boys and girls will do their best,  
That best will better grow;  
But if they slight their daily task,  
They let the better go.

---

1. Daily, study, slight, better, task, rule, wisest, learn, harder, best, lessons, that's.

2. "Little girls and larger girls, it is the wisest way for you to do your very best every day." Does this mean the same as the first stanza of the poem? Read the second stanza in the same way. How can you do your very best at home? at school? at play? What is a daily task? What words can you make from *wise? new? day?*

---

## XXII. THE LOST CHILD.

1. "Where is Kate? Have you seen Kate? Where can she be? See if she is hid in the hay."
2. No, little Kate could not be found.
3. It was a pleasant summer day, and she

had been out playing in the yard. Mrs. Brown had seen her a short time before, but now she could not find her anywhere. So she called the boys and told them to try to find her.

4. Away they went. Paul looked in the barn; Tom ran down to the cornfield, John went all over the house, and Harry walked through the tall grass, calling her name.

5. But none of them could find her, and so they came back to the house and wanted to know where they should look next.

6. Mrs. Brown was afraid that some one had taken her away; but she said to the boys, "Run over to the woods and see if she is not there."

7. As the boys ran away, she said to Rover, "Go with them, Rover, that's a good dog. Go and find Kate for me."

8. And off Rover went on a run, as if he knew what was told him.

9. Pretty soon she heard him barking, and in a moment more the boys called out, "Here she is! Rover has found her;" and soon they came back to the house, with little Kate in their arms.

10. Kate said that she wanted some of the pretty flowers in the woods, and thought she would get them for mamma. She did not think that mamma would be afraid if she went over to the woods just for a minute.

---

1. Anywhere, before, pleasant, cornfield, moment, barking, arms.

2. *Anywhere* is made of what two words? Find another word in the lesson made of two words. Who was lost? What did Mrs. Brown think? What did the boys do? Who found Kate? What did Kate say? Group the words in the second paragraph. What words can you make from *hid?* *pleasant?*

---

### XXIII. LITTLE RAINDROPS.

1. Oh, where did you come from,  
    You little drops of rain,  
Pitter-patter, pitter-patter,  
    Down the window-pane?
2. Tell me, little raindrops,  
    Is that the way you play,  
Pitter-patter, pitter-patter,  
    All the rainy day?
3. I can not go out playing,  
    So I've nothing else to do

But sit here at the window;  
I should like to play with you.

4. The little raindrops can not speak,  
But "Pitter-patter, pat,"  
Means, "We can play on this side,  
Why can't you play on that?"

1. Pitter-patter, means, rainy, window-pane, speak, I've.

2. *Window-pane* is what kind of a word? It means what? What letters are left out of *I've*? of *can't*? What sound has *ea* in *means*? In what other word has it the same sound? What word at the end of a line sounds like *rain*? *Nothing* is made of what two words? What words can you make from *rain*?

---

#### XXIV. THE POEM RE-TOLD.

1. One rainy day a little boy sat at the window, watching the raindrops. As they came down one after another, he began talking to them.

2. "Where do you come from?" said he. They did not answer him at all, but came against the window-pane, sounding like "Pitter-patter, pitter-patter!"

3. "You must be playing," said he, "and I wish you would play with me. I have nothing to do, and can not go out-of-doors."

4. "Pitter-patter, pitter-patter!" came the drops, and he thought they meant to say, "We will play with you, but you must play on one side of the pane, and we must play on the other side."

---

1. Another, answer, sounding, side.

2. Where do rain-drops come from? What good do they do? Put two words in the place of "sat."

---

#### **XXV. HIDE AND SEEK.**

1. "Come, Fred, let us play 'Hide and seek.' You may hide the first time, and I will find you."

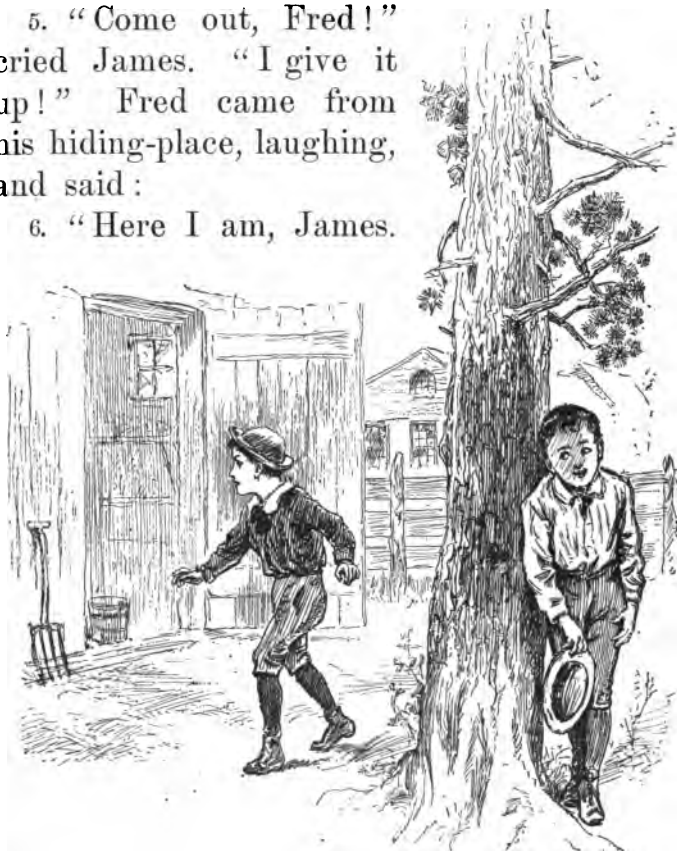
2. "Shut your eyes, James! You must not look! When you have counted fifty, I shall be ready."

3. James shut his eyes, and Fred ran off to hide. When James had counted fifty, he opened his eyes.

4. Fred hid behind the old pine tree, near which James was standing. James looked in the barn and round the house, but the pine tree was so near him that he never looked there.

5. "Come out, Fred!" cried James. "I give it up!" Fred came from his hiding-place, laughing, and said:

6. "Here I am, James.



I was quite near you, behind this pine tree.  
Now you can hide, and I will find you."

---

1. Hide, seek, counted, ready, laughing, behind, looked, quite.



2. What are the marks before "Come, Fred"? How many capital letters in the first paragraph? Why? Describe the picture. What did the boys play? Did Fred *hide* first? Did James *close* his eyes? Did he count fifty? Was Fred *hiding* before the tree? Was James *very close* to him? Did James *at any time* look *back of* the tree? Why not? What is "Hide and seek"? What sound has *i* in *hide*? *hid*? *pin*? *pine*? What is meant by a silent letter? Give two meanings of *cried*. Give two name-words that begin with a large letter. Group the words in the second paragraph. *This, These, are, large, is, boys, boy*. Put these words together so as to make two sentences.

---

## XXVI. THE BOYS AND THE COW.

1. When Charles and Tom were going through the pasture near the woods, they saw a cow with long, sharp horns.

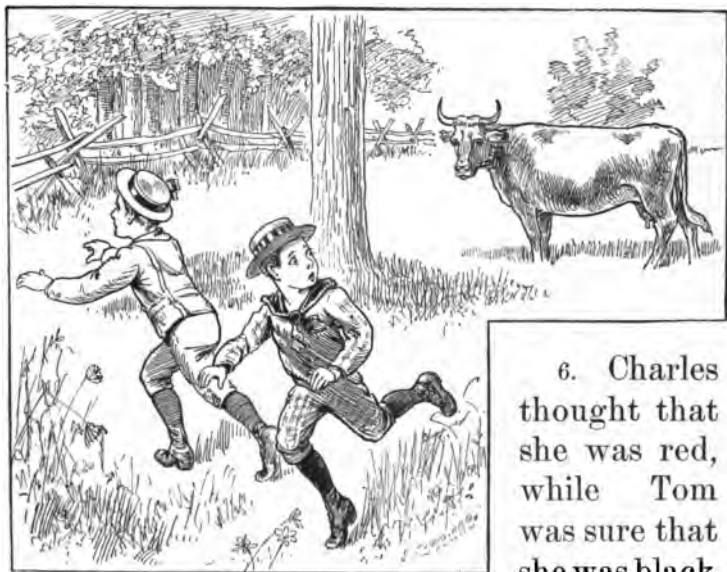
2. She was eating grass, but, when she heard the boys talking and laughing, she stopped eating and looked up at them.

3. As she shook her head to drive away the flies, the boys thought she must be cross, and were afraid of her.

4. So they started to run for the woods, while the cow began to feed again, and took no more notice of them. When the boys

reached home, they were telling about the cross cow.

5. "Did you notice what color she was?" asked the father.



6. Charles thought that she was red, while Tom was sure that she was black

and white; but both boys agreed that she was very large and cross.

7. "Well," said their father, "if you go out to the barnyard, you can be certain how she looked, for it was our cow that you saw. I turned her into the pasture to-day, as the grass was getting green again."

1. Stopped (stɒpt), heard, shook, sure, sharp, pasture, worked, turned, agreed, certain (ai=i).

2. When did the boys see a cow? Did she shake her head? Why? Did they think she was cross? Did they fear her? When did they tell about it? What did their father say? Write, in sentences, all words in the lesson in which you find *ea* or *ee*, and mark the sounds of those diphthongs. What does "turned into a pasture" mean? What is added to *turn* to make it mean past time? Was the grass green? Group the words in the first paragraph. What word in the third paragraph tells what the cow did? Is this an *action-word*? Give three *name-words* in the lesson, and three *action-words* used with them. "The cow," "the cows," "was going," "were going." Put these *name-words* with the *action-words* so as to make sentences. What words can you make from *hear*?

---

## XXVII. THE LOST KITTY.

1. "Where is my little basket gone?"

Said Charlie boy, one day;

"I guess some little boy or girl

Has taken it away.

2. "And Kitty, too, I can't find her.

Oh, dear! What shall I do?

I wish I could my basket find,

And little Kitty, too.

3. "I'll go to mother's room and look;  
Perhaps she may be there,  
For Kitty loves to take a nap  
In mother's easy chair.



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4. "O mother, mother, come and look!  
See what a little heap!  
My Kitty's in the basket here,  
And she is fast asleep."

5. He took the  
basket care-  
fully,  
And brought  
it in a min-  
ute,



And showed it to his mother dear,  
With little Kitty in it.

1. Lost, taken, perhaps, heap, asleep, carefully, brought, showed.

2. What did Charlie say? What did he guess? What did he ask? What did he wish? What did he say he would do? What did he think? Why? What did he say to his mother? Did he take the basket and show it to his mother? What was in it? Tell what you see in the pictures. What letters are

left out of *I'll* and *can't*? What does "fast asleep" mean? Give the rhyming words in this lesson. Mark the letters that sound alike. Group the words in the last stanza. "Kitty's basket" means what? "Kitty's in the basket" means what? Change *Kitty* to make the word mean more than one. What words can you make from *easy*? *sleep*?

---

#### XXVIII. CHARLIE AND HIS KITTY.

1. A little boy named Charlie had a pretty kitty. One day he could not find her.

2. He thought some one had taken her away, but when he came to his mother's room, he found kitty fast asleep in a basket. He took the basket carefully, and brought it to his mother, to show her his dear little kitty.

---

#### XXIX. ARE THEY FEATHERS?

1. It was a winter day. The snow was falling fast. Willie Brown stood by the window with his little sister Kate. "Look, Kate!" said Willie, "see the snow!"

2. Little Kate had never seen any snow before; so she looked at the large white flakes as they came falling through the air, and could not think what they were.

3. At last she looked up at Willie, and said, "Are they feathers, Willie?" She had seen the soft white feathers that keep the



hens warm in the cold winter, and the snowflakes looked to her just like feathers.

4. Willie laughed, and said that they did look like white feathers. He went to the door, and took a little snow in his hand, and let Kate see what it was.

5. Kate touched the snow with her little fingers, and cried out, "Oh, what cold feathers!" which made Willie laugh again. "I think," he said, "that the hens would not like such feathers as these are."

6. When the snow in Willie's hand melted, and the water ran down on the carpet, Kate told Willie that his cold feathers were nothing but water, and they ran away to their mother to tell her about the strange feathers.

7. Mamma took little Kate in her lap, and told her all about the snow, and how it really did keep the earth warm in cold weather, the same as feathers keep the hens and the birds from being cold.

1. Flakes, touched, winter, melted, laughed, feathers, just.

2. *Nothing* is made of what two words? Put some other word with *thing* to make a word. Was *it snowing fast*? Were *they standing* at the window? Give two name-words and the two action-words used with them in the lesson. Is *flakes* a name-word? Why? Give three other name-words in the lesson. Did Kate ask Willie if the *flakes* were *feathers*? Did the snow *become water*? Is *snow* water? Is there any place in the United States where there is never any snow?

3. OUTLINE.—Fill the blanks with any number of words: It was \_\_\_\_\_. Kate and Willie stood \_\_\_\_\_. Kate asked \_\_\_\_\_. Willie brought \_\_\_\_\_. Kate touched \_\_\_\_\_. The snow \_\_\_\_\_. Kate said \_\_\_\_\_. They went \_\_\_\_\_. Mamma took \_\_\_\_\_ and \_\_\_\_\_.



**XXX. THE NEW SLED.**

1. Willie had a new sled. His father gave it to him. It was red and white, and had a name painted on it. There was a hill near Willie's home, where the boys and girls went to slide.

2. After the snowstorm, Willie took his sister Kate and went out to slide down the hill. Kate was too small to walk in the snow, and so Willie let her ride all the time, and the boys helped him draw the sled up the hill.

3. Kate thought it was nice fun, and when they went down the hill, over the snow, she laughed with the others. She was not afraid to slide, because she knew Willie would take good care of her.

4. Kate was so small that the other girls thought her very brave to slide down such a long, steep hill. But Kate liked to slide fast, and said that she wanted her sled to go faster than any other sled on the hill.

5. Some of the girls had sleds of their own, and knew how to slide as well as the boys; and Kate said that, when she was older, she would have a sled, too.



6. Once Kate fell in the snow, but it did not hurt her, and she laughed and got on the sled again. "The snow does not seem like feathers now," she said.

---

1. Storm, because, helped, drawing, painted.

2. Change these sentences to questions: "The snow seems like feathers;" "She got on the sled;" "He had a new sled;" "He slid down hill;" "He drew the sled;" "She rode;" "The girls did own sleds." Change "was sliding" to one word; "was drawing;" "was riding;" "was going;" "was getting." Group the words in the second paragraph.

**XXXI. THE SNOW MAN.**

1. The next day after Kate went out to slide, the boys came over to Willie's to make a snow man. They went into the yard in front of the house, so that Kate could see them.

2. Willie and Henry began to roll up a snowball for his body, and Tom and John were to make one for his head. Kate sat at the window to see the fun.

3. Then they made arms and legs, and put an old hat on his head, and gave him a broom for a cane. Kate said that his face looked like the moon, and this made her mother laugh.

4. "Now we have made the man," said Tom, "he ought to have a place to live in." "Yes," said Willie, "let us make him a house."

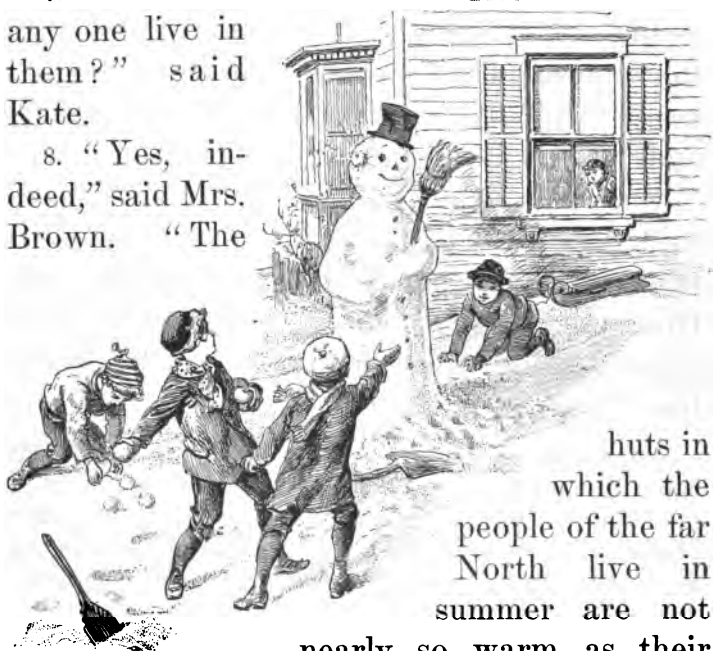
5. So they rolled up great balls of snow, and put them one above another until they had made quite a good house. They left a place for a door, so that Mr. Snow Man could go in if it was cold in the night.

6. When Mrs. Brown saw the snow man's house, she told the children, that, far away in

the cold Northland, there were snow huts like this one, only much larger and better made, and that they were quite warm in winter.

7. "But does any one live in them?" said Kate.

8. "Yes, indeed," said Mrs. Brown. "The



huts in which the people of the far North live in summer are not nearly so warm as their thick snow houses."

9. "I should think the large stoves in the huts would melt the snow," said Willie.

10. "They have no stoves, but warm their huts with a kind of oil lamp, that gives out a great deal of heat. It is so cold outside,

however, that this does not melt the snow hut enough to harm it any."

11. The children thought they would like to see these snow huts and the queer little people who lived in them, but they agreed that it was better to live in their own warm house than away up North, where for weeks and weeks there was no sunshine.

12. "We all like our own home best," said Mrs. Brown. "The people who live in the far North would not be happy away from the ice and snow of their long, cold winter, while those who live in the South like its sunshine and flowers."

1. Front (ó=ű), broom, ought, pieces, quite, does (óe=ű), meant, guessed, next, roll, indeed.

2. What is left out after "Willie's"? What is *a yard*? Must it have a fence round it? What other meaning has *yard*? What words in the lesson mean "before"? "placed"? "enter"? "over"?

3. OUTLINE.—The next \_\_\_\_\_ the boys \_\_\_\_\_ to \_\_\_\_\_. They went \_\_\_\_\_ so that \_\_\_\_\_. Willie and \_\_\_\_\_ and Tom \_\_\_\_\_. Kate \_\_\_\_\_. Then they \_\_\_\_\_ and put \_\_\_\_\_ and gave \_\_\_\_\_. Kate said \_\_\_\_\_. "Now \_\_\_\_\_," said \_\_\_\_\_ "he ought \_\_\_\_\_" "Yes," said \_\_\_\_\_ "let \_\_\_\_\_." So they cut \_\_\_\_\_ and put \_\_\_\_\_ until \_\_\_\_\_. They left \_\_\_\_\_ so that \_\_\_\_\_ if it \_\_\_\_\_.

NOTE.—A few outlines are given as the next step to questions, to help the pupils tell the story. After they are omitted, the teacher can make them, if necessary.

XXXII. HARRY AND JANE.

1. Said Harry one day,  
    As from school he came in,  
    "Do you see, sister dear,  
    A good boy I have been,  
    To have won such a beautiful book.
  
2. "Just look at these pictures!  
    The bird on the tree,  
    These lambs in the meadows,  
    This flower and this bee,  
    And this field with its swift-running brook!
  
3. "And here is a story,  
    And there is a song.  
    Let me read you the story;  
    It will not take long."  
    Then to her the story he read.
  
4. "Oh, what a nice story!"  
    And little Jane's smile  
    Played over her face  
    Like the sunshine awhile;  
    "I'm so glad you were good," then she said.

1. Beautiful (*eau* = *ū*), meadow, awhile, sunshine, field, showed, swift, won.

2. What rhymes with *in*? Mark the sound of *ee* in *been*. What does *read* rhyme with? What is the sound of *ai* in *said*? Give words from the lesson meaning "see," "rapid," "a great while," "a short time." What *name-words* in the lesson rhyme with name-words? Change *story* and *day* to make the words mean more than one. Group the words in the third stanza. Make all the words you can from *dear*; from *read*.

---

### XXXIII. THE POEM RE-TOLD.

1. Harry and Jane were brother and sister. Harry went to school, but Jane was not old enough to go with him. One day Harry's teacher said she would give a beautiful book, full of pictures, to the little boy or girl who was always at school and had good lessons.

2. Harry was a good boy, and did what his teacher told him to do. He went to school every day, and knew his lessons very well.

3. So, when the day came for the teacher to give the book to one of the children, she said she must give it to Harry.

4. Harry took it, and, when he got home, he read it to his little sister, and showed her all the pictures. Jane thought the pictures were beautiful, and she said to her mother,

“Mamma, I wish the teacher would give Harry a new book every day. Don’t you think he is good enough to have one?”

5. “I am glad you like the book, my dear,” said her mother, “and hope Harry will read



it all to you; but the teacher can not very well give him a new one every day. If he is a good boy at home as well as at school, I will give him a story-book to read to you when he has read the whole of this one.”



1. Brother, sister, lessons (lēs'ns), every, whole (hōl), thanked.

2. Is this the same story that is told in the poem? When you read the poem, did you think they were brother and sister? Why? Is anything told in the prose that is not in the poem? Describe the picture. What two words mean *all*? Change *children* to make the word mean but one. "Harry went to school." What part of speech is *Harry*? What word tells what Harry does? *Goes* is an *action-word*, and *Harry* is a *name-word*. "Harry goes to school" is a *sentence*. Every *sentence* must have a *name-word* (or something that stands for a *name-word*) and an *action-word*. Is "brother and sister" a *sentence*? Is "Harry runs" a *sentence*? Why?

---

#### XXXIV. A RAINY DAY.

"Rain, rain, go away,  
Come again another day,  
After I am tired of play."

1. Willie stood by the window, and looked at the rain that was falling fast on the dusty street.

2. "Mamma," he said, "why does it always rain when I want to play?"

3. "Does it always rain, Willie, when you want to go out?"

4. "Well, no, not always, but it does rain sometimes when I want to play very much."

5. "I think we should not have much rain in the daytime, Willie, if it never rained when you wanted to play. And if it never rained, you would have nothing to eat or to drink, for there would be no water, and nothing would grow in the field."

6. "But, mamma, why can not the rain come in the night, when I am abed?"

7. "Why, Willie, others are up and out of doors when you are in bed, so they would get wet. Then, besides, it is very pleasant to have it rain on a hot, dusty day."

8. "So it is, mamma. But see, it does not rain now, and I can go out to play as soon as the sun shines."

"As the rain has gone away,  
Willie can go out to play."

---

1. Abed, others (ô=ũ), besides, dusty, again (ai=ě), gone.

2. Copy the script. What does *a* mean in *abed*? Tell all the name-words in the script. If *abed* is written as two words (*a bed*), what does *a* mean? What word means *full of dust*? What words in the lesson are made of two other

words? Would anything grow if there were no rain? Group the words in the first prose paragraph. What is the sound of *o* in *does*? Is *Willie* a name-word? In the second prose paragraph, what word takes the place of *Willie*? Find all the words in the lesson that take the place of *Willie*.

---

### XXXV. NELLIE AND HER FATHER.

1. "Tell me, Nellie, what you have been doing to-day!"

2. "Well, papa, you know that I fell when I was going out of the gate, and hurt my hand. Then, papa, as I was going to school, I saw Rover running into the woods after a fox. But Rover did not catch him, for a fox can run as fast as a dog.

3. "I did not go into the woods, for I had my new dress on, but sat down on the grass to wait for Rover. While I sat there, I heard a bird singing in the tree above me.

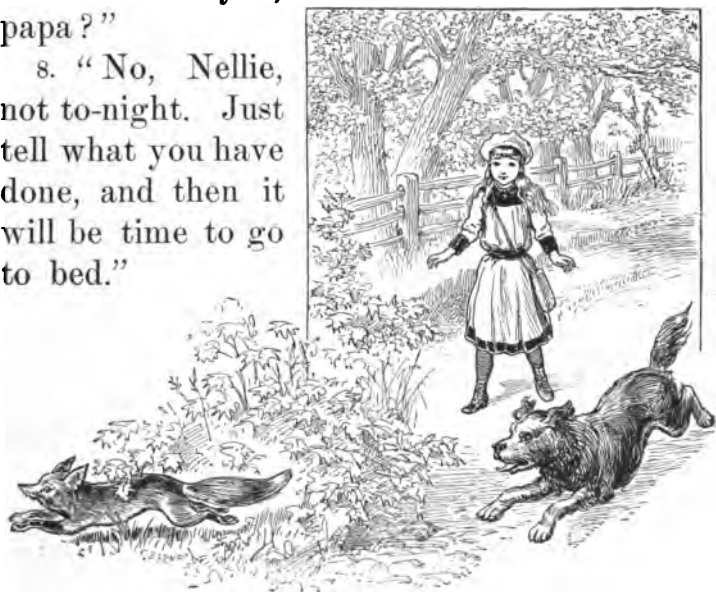
4. "I waited some time, but Rover did not come out of the woods, and so I went along to school. At school I read in my new book a story about three boys and a kite.

5. "But, papa, do girls ever have kites? I should like to have one that would go high up in the air."

6. "Well, Nellie, you can have a kite if you would like one; but girls do not often fly kites."

7. "The story was a very good one. Shall I tell it to you, papa?"

8. "No, Nellie, not to-night. Just tell what you have done, and then it will be time to go to bed."



9. "Well, papa, I came home after school and ate my dinner. Then I went out to play on the grass. That is all I have done, papa."

10. "Have you been a good girl, Nellie?"

11. "Yes, papa, I have been good all day."

12. "Now, Nellie, it is time for you to go to bed. Good night."

13. "Good night, papa."

---

1. Dress, heard, catch, ate, new (ew=ū).

2. What did Nellie's father ask her? When did she fall? What did she see? Did Rover catch the fox? Why not? Did Nellie go into the woods? Why not? What did she hear? Did she wait? How long? What did she do then? What did she read? What did she want? What did she do after school? Change to questions: "Nellie fell;" "She ate her dinner;" "Rover came." Group the words in the fourth paragraph. Find the words in the first two paragraphs that are used instead of *name-words*.

---

#### XXXVI. THE NEW BOAT.

1. "O George, what a beautiful boat you have! Where did you get it?"

2. "Isn't it a beauty? My brother knew that I wanted a boat, and so made this for me. He never let me know what he was doing until it was all done. It was my birthday present."

3. "Where are you going now with it?"

4. "I am going down to the pond to see how it will sail. Will you go with me?"

5. "Yes, I will go just as soon as I can take care of the horse and the cow."

6. "Can I help you in any way?"

7. "Yes, you can help me. If you will get



8. The boys soon finished their work, and hurried down to the pond.

9. The wind was pretty strong, and George

was afraid at first to trust his boat very far out on the water. So he tied a long string to it, and let it sail a short distance. Then he pulled it back to shore, and started it again.

10. After trying it several times in this way, he took off the string, and away the boat went.

11. Soon it was at the other side of the pond, where the boys had gone to wait for it.

12. George was proud of his boat, and said that he thought his brother was very kind to him.

13. Both boys thought that, when they were older, they could have a boat large enough to carry them across the pond.

---

1. Beauty (*eau*=ū), until, present, proud, anyway, finished, trust, hurried, distance, birthday, trying.

2. What sound has *y* in *beauty*? When *ful* is added to *beauty*, to what is *y* changed? What sound has *y* in *hurry*? When *ed* is added, to what is *y* changed? What words in the lesson are made of two words? What words are made by adding *ing* to a word? What words in the lesson mean "to give them food"? "only a short time"? What is a pond? Is the water in a pond salt? What do you see in the picture? Group the words in the second paragraph. What does *it* take the place of in the first line of the second paragraph? Find another place where *it* takes the place of *boat*. What words can you make from *finish*? *trust*?

XXXVII. NOTHING TO DO.

1. A boy and a girl, beneath a tree,  
Both of them weary as weary could be;  
And why? Well, the reason they both  
    of them knew—  
They were tired because they had nothing  
    to do.
  
2. "Nothing to do! nothing to do!"  
What a very sad thing for them or for  
    you!  
There's plenty of pleasure in work or in  
    play,  
But sadness must come if we idle all day.
  
3. "Nothing to do! nothing to do!"  
Surely not one of us dare say it's true.  
There's plenty of work for our hand and  
    our thought,  
If only we seek it, each one, as we ought.

- 
1. Weary, sadness, idle, plenty, beneath, surely, reason.
  2. Write the rhyming words and mark the sounds. Change the first two lines to questions. Could you put *sat* in place



of the comma in the first line ? Could you use *were* instead of *sat* ? Which of these two words would you put after *them* in the second line ? What three words would you put after *why* in the third line ? Why were they weary ? Did they know the reason ? Do we all have work to do ? What words can you make from *weary* ? *sad* ?

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### XXXVIII. THE LOST KITE.

1. Across the street from our house there is an open field, where the boys often go to fly their kites.

2. In the corner of the field is a large elm tree.

3. One day three little boys were flying a kite in the field. There was not much wind, and they could not make the kite stay up.

4. First one boy would run with the string until he got tired, and then another would try it.

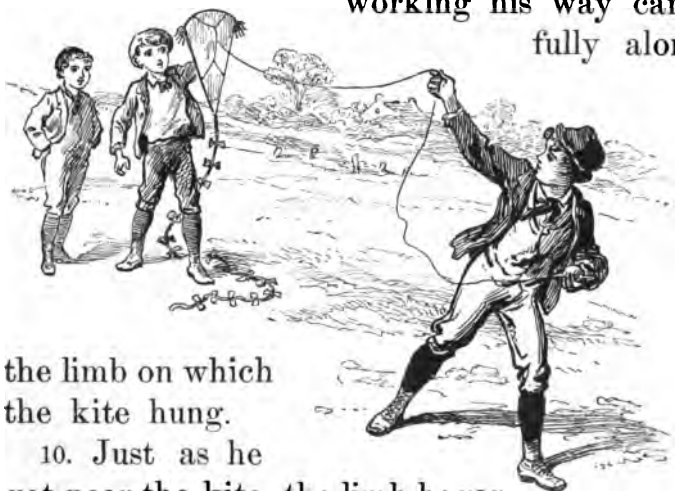
5. Just as they were ready to give up and go home, a wind suddenly took the kite-string out of the hand of the boy who was running with it, and carried the kite into the elm tree.

6. There it hung, with the string touching the ground.

7. The boys tried to pull the kite from its resting-place, but they could not move it.

8. At last one stout little boy threw off his jacket and shoes, and began to climb the tree.

9. It was a hard task, but he was soon working his way carefully along



the limb on which the kite hung.

10. Just as he got near the kite, the limb began to crack and bend, until the end rested on the ground, and the boy with his kite rolled off unhurt.

11. As he brushed the dirt from his clothes, I heard him say, "Well, I got the kite, anyway!"

1. Corner, string, hung, carried, move, suddenly, rest, bend, crack, brushed, clothes, unhurt, across.

2. What words are made from *rest*? Give a sentence containing the word *rest*. Take *ed* from *carried*. What letter must you change then? Change to questions: "The boys tried it;" "He threw off his shoes;" "He began to climb;" "A wind took the kite." What word means "before any one thought of it"? "with care"? *Un* means what, in *unhurt*?

3. Tell the story, using this outline:

The field—the tree—boys flying kite—what the wind did—what happened to the kite—what the boys tried to do—what one boy did—what happened to him—what he said.

---

### XXXIX. THE TRUTHFUL BOY.

1. "Where are you going, James?" said Willie.

2. "I am going down to the brook to fish. Can you go with me?"

3. Now, Willie's mother had told him not to go to the brook; so he said, "I will go as far as the fence, but must not go to the brook."

4. But when he came to the fence and saw the boys, he got over it and played in the water with them. When Willie went home, his mother asked where he had been, and Willie said, "I went down to the fence, near the brook—and—and—yes, mamma, I went

down to the brook. I am sorry. I did not mean to be a bad boy."

5. His mother was sorry, too, that he had disobeyed her, but she was glad that her little boy was brave enough to tell the truth.

6. In the evening, as he sat by her side, she read to him that old story of George Washington and the cherry tree, and told him how the truthful little boy



in later years became the Father of his Country.

7. Then she showed him a picture of George and his father, in the garden, near the ruined tree, and Willie learned these lines :

Once I knew a little boy  
With sunny, honest eye;  
He always told the truth,  
And never told a lie.

And even on the street,  
The other boys would cry;  
“That boy tells the truth,  
And never tells a lie.”

1. Sorry, climbed, intend, mean, wrong, evening, truthful, disobeyed.

2. Do you know the story Willie's mother told him? Change to questions: “Willie came to the fence;” “He went home;” “He saw the boys.” What word means the opposite of *glad*? *near*? *down*? *bad*? Why are dashes put after and—and—? What words can you make from *truth*?

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#### XL. MAKING HAY.

1. “Papa, will the men cut down the grass to-day?”

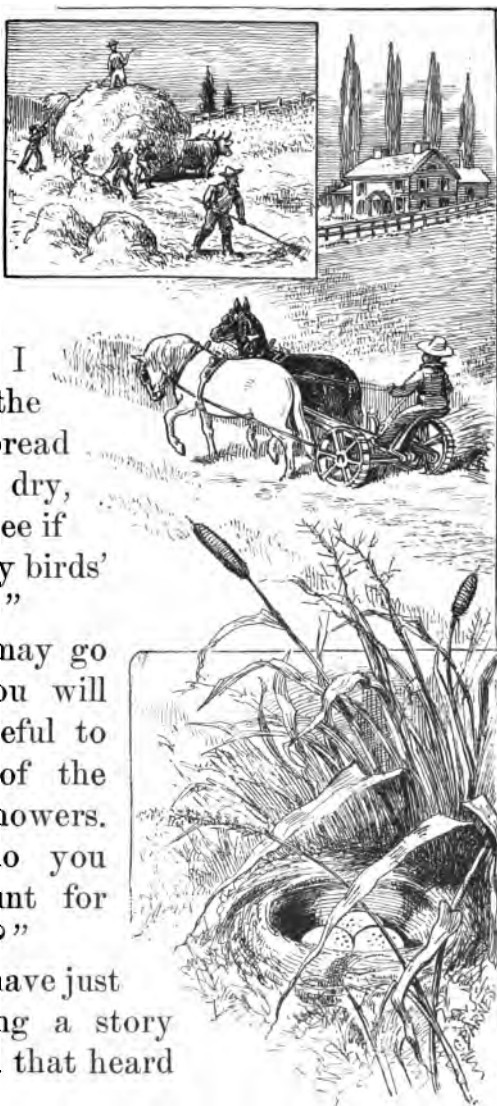
2. “Yes, James. It is time to have it

mowed, and I think that there will be two or three very pleasant days, so that we can dry it."

3. "May I go down to the field and spread the grass to dry, and look to see if there are any birds' nests there?"

4. "You may go there, if you will be very careful to keep out of the way of the mowers. But why do you want to hunt for birds' nests?"

5. "Oh, I have just been reading a story about a bird that heard



a farmer talking about mowing his grass, and so I wanted to see if any birds had moved away from our field.”

6. “What was the story, James? Can you tell it to me?”

7. “It was a fable, papa. A bird had made a nest in a farmer’s field. Before the grass was tall enough to be mowed, she had three little birds to feed and care for.

8. “One day the birdies heard the farmer say that the grass must be mowed, and they were greatly frightened.

9. “When their mother came home, they told her what they had heard. ‘What else did he say?’ asked the old bird.

10. “‘Oh, he told his boy to go to some one living near them, and ask him to come and cut the grass.’

11. “The mother bird said that there was no hurry about moving, as the grass would not be cut for a day or two.

12. “The next day the little ones told their mother that now they must surely move at once, as the farmer had sent his boy after his uncle, to get him to come and mow the grass.

13. "'No hurry yet,' said the wise old bird. 'We can stay a little while longer.'

14. "The next night, as the old bird was flying round the barn, she heard the farmer say, 'Get ready, John, and to-morrow we will mow the grass ourselves.'

15. "Now,' said she to her children, 'we must move to-night. The man is going to do the work himself, and it will be done this time.'"

16. "That is a good story, James, and I hope you know what it means. Now run away and spread out the grass, so that the wind and sun will dry it."

1. Doesn't, spread, farmer's, living, afterwards (wurdz), uncle, ready, to-morrow, himself, moving, learn.

2. What is *dried grass* called? What one word means "cut down"? "scatter"? Use the word *long* with four name-words. Use the word *tall* with four name-words. What did the men do to the grass? Does the sun dry the grass? "The men cut the grass;" "The sun dried the grass." Which are *action-words*, and which are *name-words*? Give three *action-words*. Put a *name-word* before each of the *action-words*. Do a *name-word* and an *action-word* used in this way make a sentence? "John runs;" "The boys play;" "The men cut the grass." Are these sentences? Change the word *story* to make it mean more than one. What sound has *a* before *r*, in *afterwards*? What words can you make from *farm*?

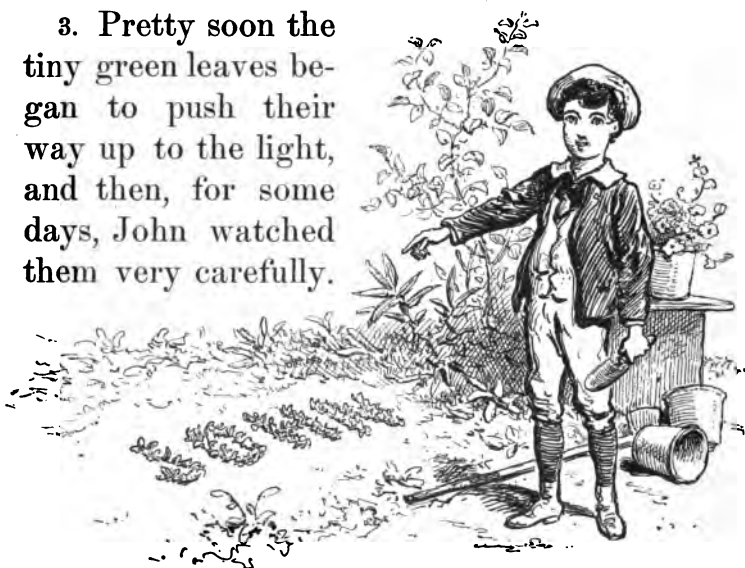


**XLI. JOHN'S GARDEN.**

1. John was very fond of flowers. He liked to see them growing, and his garden was quite free from weeds.

2. One summer he laid out his garden without his father's help, and planted all the seeds himself.

3. Pretty soon the tiny green leaves began to push their way up to the light, and then, for some days, John watched them very carefully.



4. One day he wanted his father and mother to go with him to see his garden, and there was his name growing out of the ground.

5. You can see it if you look at the picture.

By and by the little buds will peep out from their leafy bed, and soon the flowers will show their bright colors to the sun.

6. John is proud of his work, and, while he points to his name, his mother tells him how nicely his garden has been taken care of, and how the Giver of the rain and the sunshine is also showing his love and care, even in the leaves and flowers.

7. "I love the little flower  
That in my garden grows ;  
With sweetness and with beauty,  
God's love to me it shows."

1. Fond, push, garden, green, beauty, God's, sweetness, shows, colors.

2. Has *w* any sound in *shows*? Has *w* any sound in *how*? What is meant by "laid out his garden"? Did John know that the flowers would form his name? What "bright colors" have you ever seen in flowers?

---

## XLII. HOW FLOWERS GROW.

1. John knew that flowers grow from seeds planted in the ground, but he had never thought to ask how they grow.

2. One morning his father came into the garden just as he had pulled up a weed,

whose roots had so grown around the roots of a flower, that, in pulling up the weed, he had pulled up the flower with it.

3. "See, father," said John, "what long roots these flowers have, and the weeds have long roots too. What are roots for, father?"



4. "They have several uses, John. If these flowers had no roots deep in the ground, the first strong wind would blow them away. Then the roots feed the plant by taking from the moist earth the food it needs."

5. "Do all plants have roots, father?"

6. "Yes, John, all plants have roots and stems and leaves. You put the seeds in the ground. Pretty soon they send out little roots. As these roots grow in the earth they find food, and a tiny stem creeps up to the light and air.

7. "When the stem gets into the light it puts out leaves. These leaves get more food from the sun and air, and so help the roots.

8. "The roots grow, the stem grows, and the leaves grow, and soon the plant has flowers."

9. "Well, father, I wish that weeds did not have roots, and then it would not be so much work to keep my garden free from them. They seem to grow everywhere, and when I pull up one, two come in its place."

Are weeds useful plants?

1. Pulled, stems, weeds, needs, help, several, moist, creeps, send, around.

2. Do trees grow in the same way as flowers? Did you ever see the seed of a tree? Give the sound of *oo* in *roots*. Is it the same in *moon*? Has it the sound of *o* in *do*? [*oo*] = [*o*]

**XLIII. WHAT DO YOU DO?**

1. "Little bird, come here and say  
What you're doing all the day!"
2. "Oh, I fly over hedges and ditches, to find  
A fat little worm or a fly to my mind!  
And I carry it back to my own pretty nest,  
For the dear little birds that of all I love  
best;  
For until I can teach them the way how to  
fly,  
If I did not feed them, my birdies would  
die.  
How glad they all are when they see me  
come home!  
And each of them says, 'Give me some!  
Give me some!'"
3. "Little lamb, come here and say  
What you're doing all the day!"
4. "Long enough before you wake,  
Breakfast I am glad to take,  
In the meadows, eating up  
Daisy, cowslip, buttercup.  
Then about the fields I play,

WHAT DO YOU DO?

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Frisk and scamper, all the day.  
When I'm thirsty, I can drink  
Water at the river's brink.  
When at night I go to sleep,  
By my mother I must keep;  
I am safe enough from cold,  
At her side, within the fold."

5. "Little bee, come here and say  
What you're doing all the day!"
6. "Oh, every day, and all day long,  
Among the flowers, you hear my song;  
I creep in every bud I see,  
And all the honey is for me.  
I take it to the hive with care,  
And give it to my brothers there,  
That, when the winter-time comes on,  
And all the flowers are dead and gone,  
And the wild wind is cold and rough,  
The busy bees may have enough."
7. "Little fly, come here and say  
What you're doing all the day!"
8. "Oh, I'm a gay and merry fly!  
I never do anything—no, not I!

I go where I like, and I stay when I please,  
In the heat of the sun or the shade of the  
trees,

On the window pane or the cupboard shelf,  
And I care for nothing except myself.  
I can not tell, it is very true,  
When the winter comes, what I mean to do ;  
And I very much fear, when I'm getting old,  
I shall starve with hunger or die with cold."

---

1. Hedges, ditches, daisy, cowslip, buttercup, frisk, scamper,  
rough, cupboard, shelf, mean, starve, hunger, die.

2. What does the bird do ? What does the lamb do ?  
What does the bee do ? Does the fly work ?

---

#### **XLIV. MY DOG SPOT.**

1. My dog Spot knows a great deal. I think he knows almost as much as I do. He knows more than I do about some things.

2. When we are away off in the woods, and I can not find the way home, I follow Spot. I say to him, "Go home, Spot!"

3. He looks at me, and then off he goes. He always goes straight home.

4. I think he knows some things I say to him. When I say, "Sit up, Spot!" he sits up

as straight as a man, and holds out one paw as if to shake hands.

5. When I say, "Roll over!" down he goes, and rolls over and over. I tell him to



lie dead, and he will shut his eyes and lie still, and not open his eyes even if I pull him by the tail.

6. I put a piece of meat on his plate and tell him it costs money. He looks at it and



barks until I tell him it is paid for. Then he eats it.

7. He can dance on his hind legs just a little, but he does not like that. He knows he can not dance well.

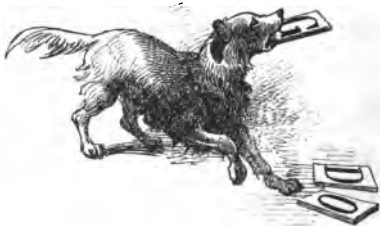


8. Once, when I was a little boy, I fell into the pond. Spot pulled me out in a minute, and dragged me by my

clothes up to the house door. Then he barked, and mamma ran out.

9. I was wet and dirty, and so was Spot; but mamma hugged and kissed us both until she was about as wet and dirty as we were.

10. Sometimes my blocks of letters are on the floor. Mamma says to Spot, "Are you a dog or a cat?" Spot runs



to the blocks, brings D O G, and puts the

letters at mamma's feet. He always brings the capital letters.

11. We play horse with Spot. I fasten him to my cart, and drive him up and down the road. Sometimes I ride in the cart, but I think that makes too heavy a load for Spot to draw.

12. When Susie comes to see us she puts her doll on Spot's back, and he never gets cross with her.

13. He will not eat out of the cat's dish, but if she comes to his dish and takes a piece of his meat he does not touch her.

14. I think he does not like the cat very well, but he does like the two little kittens. I have seen both of them crawl over him when he was lying down, and he never moved.

---

1. Dance, straight, capital, hugged, kissed, crawl, dragged, dirty.

2. What are "capital letters"? Add *ed* to *hug*; to *drag*. What change is made? What does *straight* mean? What is the first thing Spot did? the second? the third? the fourth? the fifth? the sixth? Which one shows the most knowledge? Find three sentences in the lesson. Write a sentence about each of the pictures. Group the words in the first three paragraphs. What words can you make from *dirt*?

**XLV. MY BROTHER JOHN.**

1. Where is John? Where is John? Oh,  
I see him! He

has climbed  
up into  
the cher-  
ry tree,  
and is sit-  
ting on  
a large  
limb, eat-  
ing the  
red, ripe  
cherries.



**a I wish I could climb trees as John can.**

Those cherries look so nice and large that I long for some of them.

3. I never saw nicer cherries than these are.

4. Why, John has a basket! It is nearly full of cherries, and I think they are for me.

5. It is about as well to have a good brother who can climb for you, as it is to climb up the tree yourself.

6. Still, I would like to be up there with him, for I think cherries are a little sweeter when you pick them yourself.

7. John knows every tree near our house by its leaf or bark. Sometimes I try to puzzle him by showing him two leaves or two pieces of bark from the same tree, or from two trees of the same kind, but he always tells me just what kind of a tree they came from.

8. He says that if I know a cherry from a plum, or a pear from an apple, I ought to know the difference between the leaves of these trees.

9. I do know many trees by their leaves, and some by their bark, but I am not always sure just what kind of a tree the bark shows.

I go where I like, and I stay when I please,  
In the heat of the sun or the shade of the  
trees,

On the window pane or the cupboard shelf,  
And I care for nothing except myself.

I can not tell, it is very true,  
When the winter comes, what I mean to do ;  
And I very much fear, when I'm getting old,  
I shall starve with hunger or die with cold."

---

1. Hedges, ditches, daisy, cowslip, buttercup, frisk, scamper,  
rough, cupboard, shelf, mean, starve, hunger, die.

2. What does the bird do ? What does the lamb do ?  
What does the bee do ? Does the fly work ?

---

#### XLIV. MY DOG SPOT.

1. My dog Spot knows a great deal. I think he knows almost as much as I do. He knows more than I do about some things.

2. When we are away off in the woods, and I can not find the way home, I follow Spot. I say to him, "Go home, Spot!"

3. He looks at me, and then off he goes. He always goes straight home.

4. I think he knows some things I say to him. When I say, "Sit up, Spot!" he sits up

as straight as a man, and holds out one paw as if to shake hands.

5. When I say, "Roll over!" down he goes, and rolls over and over. I tell him to



lie dead, and he will shut his eyes and lie still, and not open his eyes even if I pull him by the tail.

6. I put a piece of meat on his plate and tell him it costs money. He looks at it and

barks until I tell him it is paid for. Then he eats it.

7. He can dance on his hind legs just a little, but he does not like that. He knows he can not dance well.



8. Once, when I was a little boy, I fell into the pond. Spot pulled me out in a minute, and dragged me by my

clothes up to the house door. Then he barked, and mamma ran out.

9. I was wet and dirty, and so was Spot; but mamma hugged and kissed us both until she was about as wet and dirty as we were.

10. Sometimes my blocks of letters are on the floor. Mamma says to Spot, "Are you a dog or a cat?" Spot runs



to the blocks, brings D O G, and puts the

letters at mamma's feet. He always brings the capital letters.

11. We play horse with Spot. I fasten him to my cart, and drive him up and down the road. Sometimes I ride in the cart, but I think that makes too heavy a load for Spot to draw.

12. When Susie comes to see us she puts her doll on Spot's back, and he never gets cross with her.

13. He will not eat out of the cat's dish, but if she comes to his dish and takes a piece of his meat he does not touch her.

14. I think he does not like the cat very well, but he does like the two little kittens. I have seen both of them crawl over him when he was lying down, and he never moved.

---

1. Dance, straight, capital, hugged, kissed, crawl, dragged, dirty.

2. What are "capital letters"? Add *ed* to *hug*; to *drag*. What change is made? What does *straight* mean? What is the first thing Spot did? the second? the third? the fourth? the fifth? the sixth? Which one shows the most knowledge? Find three sentences in the lesson. Write a sentence about each of the pictures. Group the words in the first three paragraphs. What words can you make from *dirt*?



11. "Bob-o-link ! Bob-o-link !  
Now, what do you think ?  
Who stole a nest away  
From the plum tree to-day ?"
12. "Coo, coo ! coo, coo ! coo, coo !  
Let me speak a word too ;  
Who stole that pretty nest  
From little Yellow-breast ?"
13. "Caw ! caw !" cried the crow,  
"I should like to know  
What thief took away  
A bird's nest to-day ?"
14. "Cluck ! cluck !" said the hen,  
"Do not ask me again !  
Why, I haven't a chick  
That would do such a trick.  
We all gave her a feather,  
And she wove them together ;  
I'd scorn to intrude  
On her and her brood.  
Cluck ! cluck !" said the hen,  
"Don't ask me again !"

15. "Chirr-a-whir! chirr-a-whir!  
We will make a great stir;  
Let us find out his name,  
And all cry, 'For shame!'"
16. "I would not rob a bird,"  
Said little Mary Green;  
"I think I never heard  
Of anything so mean."
17. "'Tis very cruel, too,"  
Said little Alice Neal;  
"I wonder if he knew  
How sad the bird would feel."
18. A little boy hung down his head,  
And went and hid behind the bed;  
For *he* stole that pretty nest  
From poor Yellow-breast!  
And he was so full of shame,  
He didn't like to tell his name.

---

1. Stole, listen, wisp, vow, Yellow-breast, treat, mine, thief, trick, together, scorn, intrude, wonder, shame, wove.

2. Write sentences, using the words *intrude*, *mine*, and *scorn*. What letters are omitted in *I'd*? What bird is asking who stole her nest? Tell what the cow, the dog, the dove, the crow, the sheep, and the hen said. Do birds talk? Who did steal the nest? Was it right? What word rhymes

with *hen*? What is the sound of *ai* in *again*? Mark the sounds of *ai* and *ea* in the rhyming words. Does *sheep* here mean one, or more than one? What word is used four times in the place of *sheep*? If *sheep* here meant more than one, what word would have been used instead of *I*?

---

#### XLVII. MY BIRTHDAY.

1. I have a new slate, a new reader, and a new arithmetic. I can write my lessons, and have written letters to my father when he was away from home.



2. He says that I write nicely for such a little girl, and he has kept the letters I wrote him, for me to read when I am older.

3. I write all the words in my spelling list, and mark the sounds of the letters.

4. I am nine years old to-day, and papa said this morning that he wished me a happy new year.

5. That is because it is a "new year" to me. I am in my tenth year, but have had only nine birthdays.

6. We always say on the first day of the year, "I wish you a Happy New Year," because the year is new then.

7. At New Year's I always try to wish papa and mamma "A Happy New Year!" before they can wish me one. But on my birthday I can not do this, as it is not a "new year" to them.

8. Last New Year's day mamma gave me these lines to learn, and told me that, when I wished any one "A Happy New Year," I must try to make the year a pleasant one.

9. I am trying hard this year, "by smiling and doing my best," to make this a happy year for papa and mamma.

*A "Happy New Year"*

*You can make it, my dear,  
By doing your very best;*

Be cheery and true  
The whole year through,  
So will the "New" be blest.

---

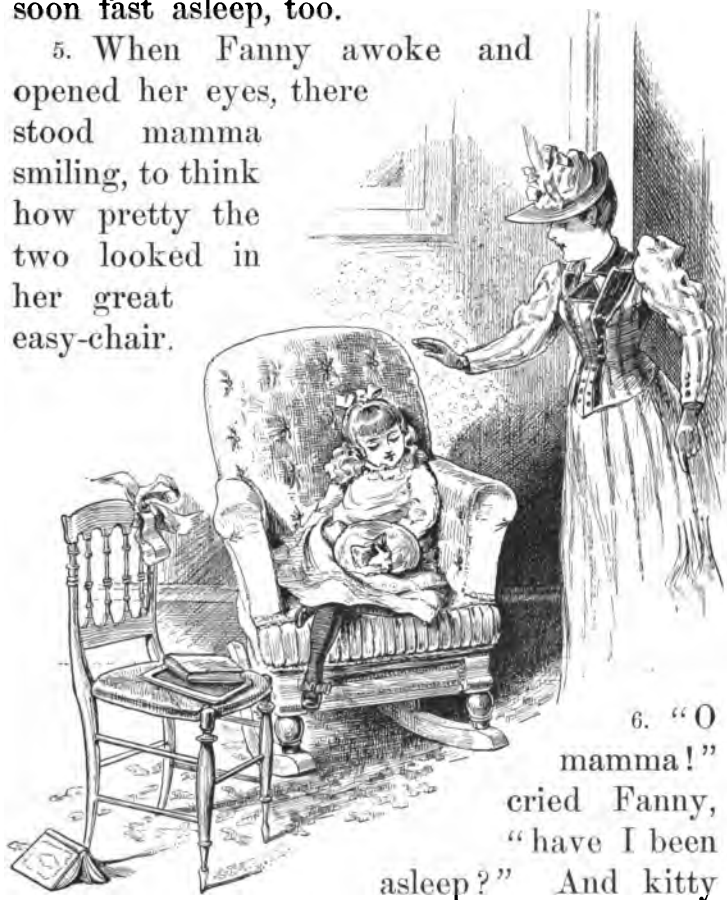
1. Smiling, already, cheery, blest, arithmetic.
  2. Give the *describing-words* in the first line. Write two sentences containing a noun, a verb, and an adjective. Emma has what? What can she do? How old is she? What does her father say on her birthday? Does he say the same at any other time? What did her mother tell her? Learn the stanza. How old are you? How many birthdays have you had? Put *un* before *true*. What does it mean? What word means the opposite of *happy*?
- 

#### XLVIII. THE ROCKING-CHAIR.

1. When Fanny came home from school one day, she found in the sitting-room a nice easy rocking-chair.
2. Where it came from she could not guess, but before she tried to find out she thought she would sit down in it just a minute.
3. She was very tired with her long walk, and, almost as soon as she sat down, fell asleep.

4. Pussy thought Fanny's lap looked quite inviting, and she climbed up there and was soon fast asleep, too.

5. When Fanny awoke and opened her eyes, there stood mamma smiling, to think how pretty the two looked in her great easy-chair.



6. "O mamma!" cried Fanny, "have I been asleep?" And kitty opened her eyes and looked round, as if to say, "Have I been asleep, too?"

7. "Where were you, mamma, when I came home? I thought that you would be back soon, and that I would sit here and rest just a minute; but I do not know how kitty got into my lap."

8. "I have been over to uncle's," said Mrs. Hope, "to thank him for his good present, which I am glad you found so nice and easy."

9. "And now, if my tired little daughter is rested, we will take off our things and get ready for dinner."

10. "I am not so very tired now, mamma, for kitty and I have had a good nap."

---

1. Rocking-chair, easy, found, inviting, awoke, daughter.

2. What is a "sitting-room"? What is a "rocking-chair"? Make sentences containing the words *inviting*, *quite*, *asleep*, *awoke*. How many vowel sounds in *opened*? Tell or write the story from the outline. What word is left out after *uncle's*? What is the sound of *ai* in *chair*?

Fannie sees new rock-  
ing chair, - gets asleep in  
it, - mamma finds her, -  
she awakes.

## XLIX. PRINCE.

1. Fred's dog Prince likes the water. Fred says that Prince is a water dog. When Fred throws a stick into the water, the dog leaps after it, and, as soon as he finds the stick, he brings it to Fred.



2. Prince holds the stick in his mouth as he swims to the shore. I should think he would get his mouth full of water.

3. A dog never learns to swim. He can swim as soon as he can walk. Some dogs like to go into the water, and some dogs dislike to swim.



4. I think spaniels always like to be in the water. We had a little spaniel years ago, and every chance he could get he would run down to the brook, and stay in the water for hours.

5. He was a water spaniel, and had long silky hair, and beautiful soft brown ears.

6. He and kitty were great friends, but she could never understand why he was so fond of the water.

7. She would sit on the bank and watch him as he played in the brook; but, as soon as he came out of the water, away she would run, lest when he shook himself some drops of water should fall on her.

8. I wonder why all cats dislike the water so much!

---

1. Dislike, leaps, brings, spaniel (-yel), Prince, lest.

2. What kind of dog is a spaniel? . What is meant by a water dog? What does *like* mean in the first line? What does *dislike* mean? Then what does *dis* mean? Give two other words in which *dis* means *not*. What sound has *i* in *spaniel*? Make all the words you can from *like*.

3. *Outline*: Fred's \_\_\_\_\_ likes \_\_\_\_\_. When Fred throws \_\_\_\_\_, I should think \_\_\_\_\_. A dog never \_\_\_\_\_. He can \_\_\_\_\_. Some dogs \_\_\_\_\_, and some dogs \_\_\_\_\_. Spaniels \_\_\_\_\_. We had \_\_\_\_\_, and \_\_\_\_\_ he would \_\_\_\_\_ and stay \_\_\_\_\_. He was \_\_\_\_\_, and had \_\_\_\_\_ and \_\_\_\_\_. He and kitty \_\_\_\_\_, but she \_\_\_\_\_.

## L. THE MOON.

1. Oh, look at the moon !  
    She is shining up there.  
    O mother, she looks  
    Like a lamp in the air !



2. Last week she was smaller,  
    And shaped like a bow ;  
    But now she's grown bigger,  
    And round as an O.

3. I like the moon best  
When her face is all light,  
And wish that she never  
Would hide it at night.
4. Pretty moon, pretty moon,  
How you shine on the door,  
And make it all bright  
On my nursery floor!
5. You shine on my playthings,  
And show me their place;  
And I love to look up  
At your bright, pretty face.
- 

1. Bigger, nursery, smaller, shining, playthings, lamp, shaped, twinkling.

2. When *er* is added to *big*, what letter is doubled? What other word means *big*? What word is the opposite of *big*? of *large*? When *ing* is added to *shine*, what letter is dropped? What word in the spelling lesson is made of two words? Drop *ing* from *twinkling* and spell the word. What do you call the moon when it is shaped like an O? How long after a *full moon* is there a *new moon*? In the rhyming words, what letter sounds with *e* in *there*? Mark the sounds in the two words. What is left out of *she's*? Give three *quality-words*, with the *name-words* they describe.

3. Last week you were shaped like a \_\_\_\_\_,  
And now you are round as an \_\_\_\_\_.

## LI. MY HOME.

1. I am so glad to get home. The walk is long and dusty. There is papa in the yard, and look ! there is mamma sitting at the window watching for me.

2. I always look at that window when I get near our house, to see if mamma is there. It is very pleasant to see her, and to know that she is waiting for me.

3. I always run home as soon as school is done, and mamma asks me about my lessons. I must go in now and show her my slate-work.

4. I write on my slate every day, and mamma says that when I can write her a letter of ten lines nicely, without a mistake, she will give me something I have been wanting for a long time. I must write it with ink, and direct it correctly.

5. I think I shall be able to do this very soon, as I am trying hard; and when I make a mistake I say to myself,

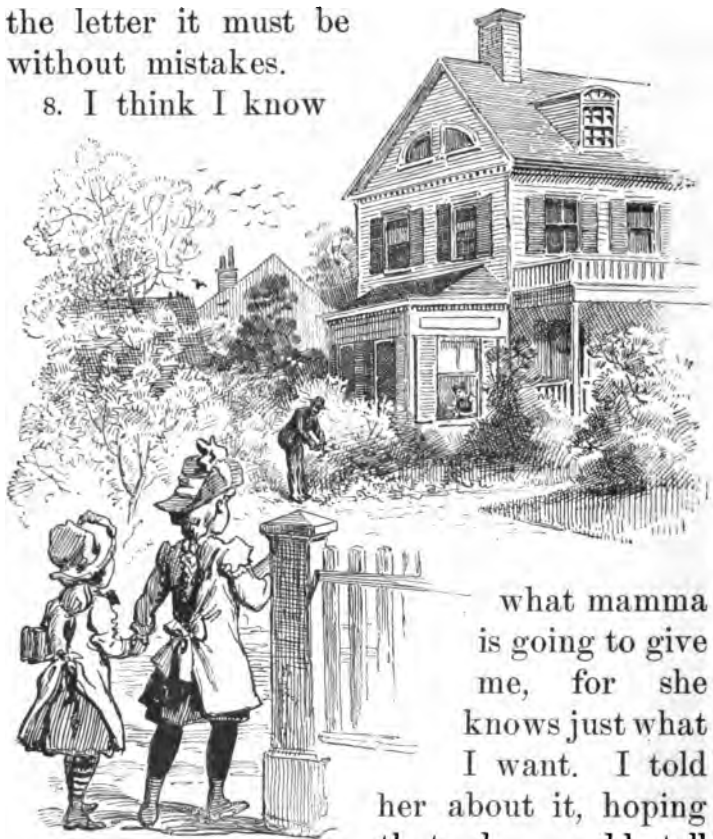
“ If at first you don't succeed,  
Try, try again.”

6. I could write a letter now, and, after

having the mistakes corrected, write it over again, but that was not what mamma meant.

7. She meant that the first time I wrote the letter it must be without mistakes.

8. I think I know



what mamma is going to give me, for she knows just what I want. I told her about it, hoping that she would tell

Santa Klaus in season for him to bring it to me next Christmas.

9. But if she gives it to me soon, Santa must be told about it in some way, or he may bring me the very same thing.

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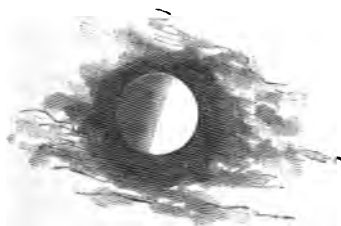
1. Correct, direct, mistake, Christmas, Santa Klaus, season, succeed.

2. Find two sounds of *ou* in the lesson. What does *correct* mean in the lesson? Put *in* before it and tell its meaning. What word means the opposite of *something*? What is meant by "directing a letter"? Tell all you see in the picture. Give sentences containing the words *season*, *mistake*, *correct*, and use one *quality-word* in each sentence. What words can you make from *correct* (*in*, *ly*)? *take*?

---

### LII. THE SUN AND THE MOON.

1. The sun never seems to change its size and shape. Sometimes it looks like a great ball of fire, and sometimes it is so bright that I can not look at it.



2. But it is always round, and I can see the whole of it, while the moon is changing every night. One night it is as round as the sun, and gives so much light that I can almost see to read.

3. Then it seems to grow smaller, at least the bright part is smaller, and night after night there is less and less of it, until it is a little narrow bow, not so bright as the stars.

4. Sometimes then I can see the whole moon, but the dark part seems to be covered with a cloud.

5. Papa says the moon does not make its own light, as the sun or as a lamp does, but throws back to us the sun's light when the sun shines on it, just as a looking-glass throws back the light of a lamp.



6. Then, if it were not for the sun, the moon would be all black, and I am sure I should not like that.

7. The moon is nearer the earth than the sun is, and, as it is moving round the earth from west to east, it must sometimes be between the earth and the sun, and sometimes on the other side of the earth from the sun.

8. This motion of the moon causes its changes. When the moon is between the

earth and the sun, since the sun can not shine on that part of the moon which we see, it looks dark to us.

9. But when the moon moves so that the sunlight rests on a small part of the side turned to us, that part reflects the light to the earth, and we see the "new moon," as we call it.

10. Then, as the moon in its journey round the earth moves from the sun, more and more of the side that we see reflects the sunlight, until, when it is on the other side of the earth from the sun, we have the beautiful full moon.

11. As the moon moves back to its first position between the earth and the sun, the bright part grows smaller and smaller until it is again a little narrow bow.

1. Change, size, narrow, covered, reflects, position, journey.

2. Add *ing* to *change*. What letter is dropped? Is the word in the lesson? What are the four changes of the moon? How often do we have a new moon? Give two words in which *oo* sounds like *oo* in *moon*, and two in which *oo* sounds like *oo* in *look*.

3. *Outline*.—SUN: Never changes—looks like—always round. MOON: Always changing—round—grows smaller—little bow—dark part seen—gets light from sun—how to show this.

NOTE.—This outline is different from those previously given. It is simply a heading to make the pupil think of the divisions of the lesson, so that he can tell it more easily.

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No. ....



8. "A golden robin! Well, his feathers do shine like the bright gold, and what a nice nest he makes for his little ones to rock in while he is away! It must be fastened very strongly to the limb, or the wind would blow it down."

---

1. Hundred, build, branches, leafy, sweetest, hangs, golden, belongs.

2. Describe the picture. What did the child say to her mother in the poem? What did she say in the prose more than in the poem? What did her mother say? Did you ever see a golden robin? Find three sentences in the lesson, each of which contains a *name-word*, a *quality-word*, and an *action-word*. What words can you make from *leaf*? *gold*?

---

#### LIV. THE SUN.

1. This morning as I looked out of my window, the sun was just rising. I could see the light before any part of the sun came in sight.

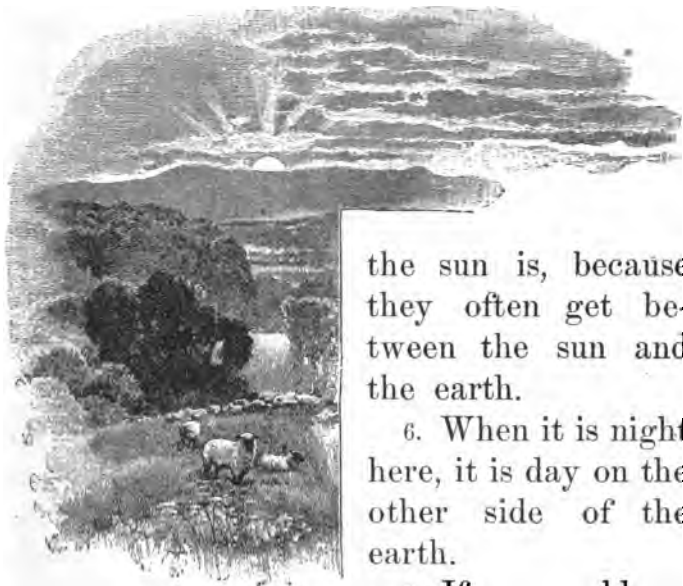
2. Mamma wants me to tell her to-day all I know about the sun, and so I am trying to find out all I can about it.

3. I know it is very large, much larger than the earth, and that it is a great distance from the earth.

4. The sun makes it light and warm here.

If there were no sun, the earth would be so cold that we could not live here. The whole earth would be covered with snow and ice instead of grass and trees and flowers.

5. I know the clouds are nearer to us than



the sun is, because they often get between the sun and the earth.

6. When it is night here, it is day on the other side of the earth.

7. If we could go west fast enough we should always find it daylight if we started in the daytime, and always night if we started after dark.

8. I think the sun must be so very hot that no one can live on it. The heat from

the sun changes water into fog or vapor, and this rises and forms the clouds.

9. Sometimes this vapor changes back to the form of water, and falls on the earth. Then we say that it rains.

10. The sun makes it light where I live a part of every twenty-four hours, but I have read about places in the far north where the sun is in sight for a great many weeks in summer, and where in winter it goes out of sight, and does not come back again for months.

---

1. Instead, other, distance, between, vapor, clouds.

2. Can you see the sunlight before the sun rises? Can you see it after the sun sets? Does this give colors to the clouds after sunset? Is the sun as large as the moon? Why do we not see stars in the daytime? Did you ever see a cloud between the earth and the sun? What words are made from *day* in the lesson? Tell all you know about the sun. What is the sound of *o* in *other*? Give a word in which *ü* has the same sound.

---

#### LV. DOES THE SUN MOVE?

1. "Mamma! Willie says he knows how the sun moves so fast. He says that it has a great many very long legs. He told me to open my eyes just a little and I could see them.

2. "I looked, and saw bright little threads, like legs, reaching way down to the earth. Are they legs, mamma?"

3. "No, Henry; what you saw are little pieces of dust in the air. The sun shines on them and makes them look like fine bright lines."

4. "Then, mamma, how does the sun go round the earth so fast?"

5. "The sun, Henry, does not move round the earth."

6. "Why, mamma, you can see it yourself. It comes up in the morning and goes way overhead, and down in the west behind the hills."

7. "It seems to move round the earth, Henry, but it really does not do so. Did you ever ride so fast on the cars that the fence seemed to be moving in the other direction?"

8. "Yes, indeed, I have, and the other day I noticed a train standing still on a side track. When our train went by, the other cars seemed to be moving the other way."

9. "Well, Henry, the earth is turning round

and round so fast that it makes the sun appear to be moving round it in the opposite direction.

10. "Years ago the people believed that the earth was a flat plain, and that the sun moved just as it seems to move. After the wise men found that the earth was round, and that its motion made the sun appear to move, people still spoke of the sun as if it really went round the earth, and we speak of it in the same way."

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1. Threads, reaching, direction, train, side track, turning, since, spoke, speak, opposite, motion.

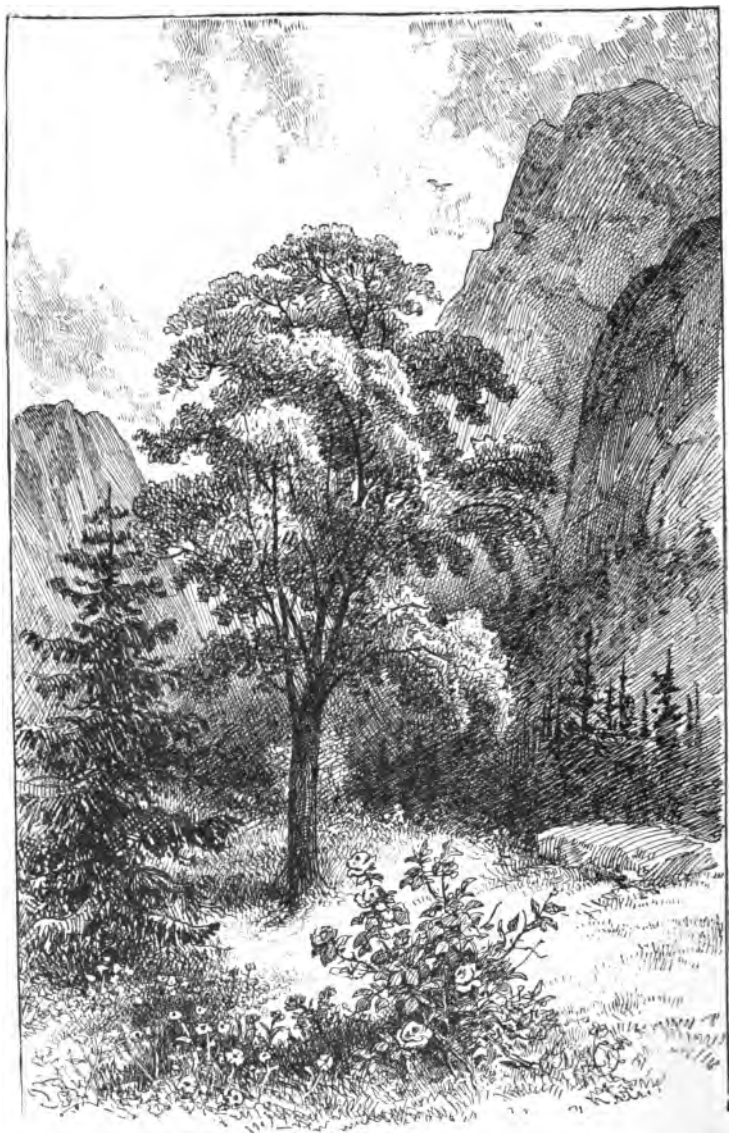
2. What did Willie say? What did Henry see? What were "the little threads"? Did you ever see sunlight coming into a dark room through a small opening? Does the sun move round the earth? What makes it seem to move? What is a *train*? a *side track*? Which was the older boy? Why do you think so? Make sentences containing *bright*, *reaching*, *earth*.

---

#### LVI. WHO HOLDETH UP THE SKY?

1. From the grass a daisy looked,  
And with a glance quite shy,  
"O dear Miss Rose," she asked,  
"Do you hold up the sky?"

2. "Dear daisy," said the rose,  
    "I can not reach so high;  
And very far above me  
    Is the blue and lovely sky.
  
3. "But if you wish to know,  
    To find out I will try;  
For maybe 'tis the fir tree  
    That's holding up the sky."
  
4. Then the rose to the fir tree  
    Upraised her radiant eye,  
And said with a blush, "Good sir,  
    Do you hold up the sky?"
  
5. The fir tree shook his head,  
    And answered with a sigh,  
"Oh, no, indeed, sweet rose,  
    It surely is not I."
  
6. And then he asked the elm,  
    Who stood to him quite nigh;  
The elm her branches waved,  
    And said, "It is not I.



7. "But a mountain very tall  
In the distance I espy,  
And on his shoulders rests,  
I think, the wondrous sky."
8. And the elm tree sent the wind,  
And the wind did swiftly hie,  
And said, "Your highness, sir,  
Do you hold up the sky?"
9. Returned the mountain: "Who would  
Into these secrets spy?  
I've stood here many an age,  
But I never touched the sky."
10. "Sweet daisy," sighed the rose,  
"I fear before we die  
We never shall find out  
Who holdeth up the sky."
11. But, as she spoke, a bird  
So far above did fly,  
She thought he surely touched  
That very same blue sky.



12. When flew the little bird  
    To the fir tree by and by,  
They asked, "Oh, tell us, please,  
    Who holdeth up the sky?"
13. Perched on the swinging bough,  
    Then sang the happy bird,  
While elm and fir and mountain  
    And rose and daisy heard:
14. "'Tis He who made the daisy,  
    And He who made the rose;  
'Tis He who made the fir tree,  
    The elm, and all that grows;
15. "'Tis He who made the mountain,  
    And made the bird to fly—  
The good and Heavenly Father—  
    He holdeth up the sky."
- 

1. Daisy, upraised, radiant, blush, mountain, distance, perched, returned, wondrous, espy, heavenly.

2. Why did the daisy think the rose held up the sky? What color was the rose? What is meant by the shoulders of the mountain?

LVII. THE SUN SEEMS TO MOVE.

1. "You know, Harry, that the earth is round, and that we live on its surface, or outside. The globe is made like the earth, and do you see how I can turn it round and round?"

2. "The earth turns in the same way, and, as we are on the surface, we are carried along with it. If you were standing on the globe at the United States, and the sun were on the wall, when would you see it?"

3. "Why, I should see the sun when the globe turned so that I was on the side of the globe nearest the sun."

4. "And when you were on the side turned from the sun, could the sun shine on you?"

5. "No; it would be night on my side of the globe, but the other side would be in the sunshine. I see how it is. When the earth turns so that I can begin to see the sun, I think the sun is rising; and when I am carried past the sun, so that I can just see it in the west, I think it is setting, when really I am moving and the sun is still."

6. "When we say that the sun does not

move, we mean that it does not move round the earth.

7. "It does move, but it is so far away that its real motion is not noticed so much. The stars and the moon also have their own motions, but only a few of the stars appear to us to move."

---

1. Outside, surface, appear, globe.

2. The sun \_\_\_\_\_ in the west. A hen \_\_\_\_\_ on eggs. I \_\_\_\_\_ on a chair. What does *surface* mean? What word means the opposite of *outside*? Does the sun rise at the same time in New York and in Chicago? After it is sunrise in Boston, is it sunrise first in St. Louis or in San Francisco? "The earth is round." What kind of a word is *round*? In the sentence, "I can turn it round," does *round* tell how I can turn it? "I can turn it now." Does *now* tell *when* I can turn it? "I can turn it here." Does *here* tell *where* I can turn it? These words that tell the *time*, *manner*, or *place* of an action are called adverbs, because the *action-word* is called a *verb*.

---

#### LVIII. WHAT MOVES WITH THE EARTH?

1. "I have been thinking about the earth and the sun, mamma, and I do not quite understand it.

2. "You said that everything on the earth was carried along with the earth's surface as

that moves rapidly from the west to the east. This motion makes the sun and moon seem to move toward the west."

3. "I think, Harry, that you understand it very well. At least, you have stated it just as it is."

4. "But, mamma, if everything on the earth's surface is carried eastward, and the motion of the earth makes all objects not on the earth seem to move westward, why does not my kite seem to go toward the west when I am flying it? Is it because I have hold of the string?"

5. "The kite is carried along as fast as you are. The birds have no string fastened to the earth, but they are carried along with it all the time."

6. "Why, mamma, how can they be carried along when they are not on the surface of the earth?"

7. "The air rests on the earth and is carried along with it. The kite and the birds are in the air, and that carries them along."

8. "Then why are not the sun and moon carried along, too?"

9. "They are so far away that they are not

in the air that surrounds the earth. This does not extend very far from the earth's surface."

10. "But, mamma, when the kite string breaks, the kite is not carried along then. Away it goes, and sometimes falls on the ground a long distance off."

11. "Does the kite always fly westward when the string breaks?"

12. "No; sometimes it flies one way and sometimes another way."

13. "Will your kite always 'go up' when you try to fly it?"

14. "No, not always. Sometimes there is not enough wind."

15. "When the string breaks, in what direction does the kite always go?"

16. "Why, it goes with the wind. I understand. It is the wind that carries it off in one direction or another when the string breaks."

17. "That is right, Harry. When the wind is west, the kite is carried eastward when the string breaks, because the wind is moving toward the east faster than the earth is."

1. Understand, toward, direction, objects, extend, surrounds.
  2. Add *ward* to *north, south, east, west, in, out, back, up, down, to*. Why is a bird carried along with the earth? When a kite string breaks, in what direction does the kite go? Give the *name-words* and the *describing-words* in the first paragraph. Group the words in the second paragraph.
- 

## LIX. A WONDERFUL FORT.

1. There was once a wonderful fort,  
With guards within and without,  
But all of a trembling, fearing sort;  
And the name of the captain was *Doubt*.
2. There came three children one day,  
With a flag their heads above;  
And they stormed the fort in a wonderful  
way,  
And the name of their leader was *Love*.
3. So happens it every day,  
For Love is stronger than Doubt;  
And it's well for our hearts if Doubt gives  
way,  
And Love reigns within and without.

---

1. Wonderful, guards, happens, trembling, fearing, sort, doubt, captain, stormed, reigns.

**LX. THE NEW WATCH.**

1. All the boys in our school liked John Allen. He was never overbearing to the smaller boys, and was so manly and truthful that his schoolmates used to say they knew that they could depend on John.

2. Boys always know their playmates, and no boy can stand well with them unless he is a pretty good fellow.

3. Boys may not know it, but I think they "mark" their playmates' standing fully as closely as they are "marked" for their own lessons or conduct.

4. If a boy is mean and cowardly, and is dishonest and untruthful, he is soon found out, and loses all standing with the other boys.

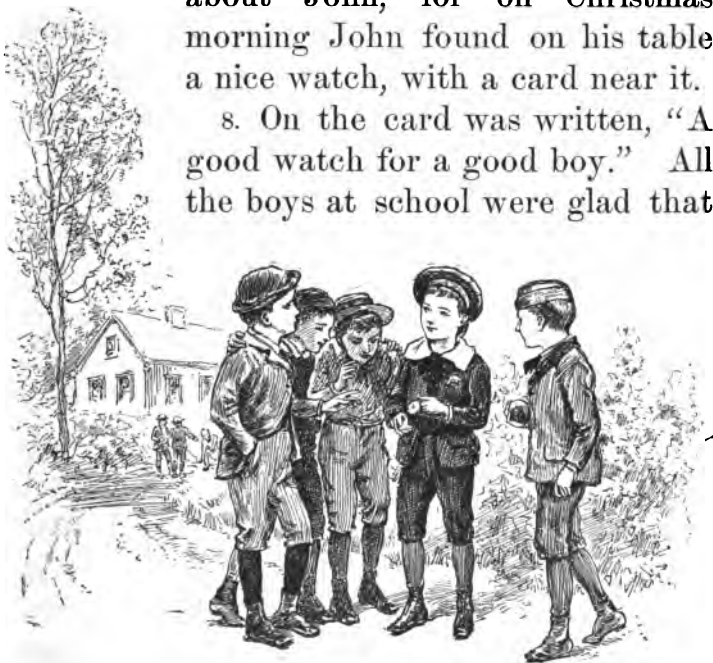
5. But if a boy is noble, manly, truthful, and honest, he is always looked up to by the boys who know him.

6. This is quite true of men as well as of boys; only men are sometimes more easily deceived than boys are, and for awhile believe a man to be great and good because he claims to be. But when he is found out

they, perhaps, treat him a little worse than boys would.

7. I suppose Santa Klaus must have heard about John, for on Christmas morning John found on his table a nice watch, with a card near it.

8. On the card was written, "A good watch for a good boy." All the boys at school were glad that



John got his watch, and were sure that he ought to have it.

9. There were two strange sentences written on the inside of the case. What do they mean?

"The child is father of the man."

"Just as the twig is bent the tree's inclined."



1. Overbearing, honest, truthful, choose, inclines, twig, depend; conduct, cowardly, loses, deceive, believe.

2. Give two meanings of *watch*. What is the meaning of *un*? of *dis*? What does *dishonest* mean? What does *untruthful* mean? Use *dis* and *un* with two other words. Write a sentence, using the word *inclines*. What does *manly* mean? How many hands does a watch have? Do watches ever have more than two hands? *Never* is what kind of a word? Find in the lesson another *time-word*, and tell what *action-word* it is used with.

---

#### LXI. SPOT AND TIP.

1. Spot and Tip are great friends. They play with each other and never fight. They even lap milk from the same dish.

2. One day a strange dog came into the yard and ran at Tip.

3. She was afraid, but bent her back in a funny way, and got her claws all ready to scratch him if he should try to bite her.

4. Spot was in the barn. He heard the noise, and ran to help Tip. When Tip saw Spot coming, she was no longer afraid. She knew that he would take care of her.

5. The strange dog saw Spot, too, and ran away as fast as he could. Tip put her face up to Spot's and purred gently, as much as

to say, "Thank you, Spot. I think you are a very good dog."

6. Spot answered her in his own way, which she seemed to understand, and they walked off together.

7. They always agree excepting when Tip eats a mouse or a rat.

8. Then Spot looks at her for a moment or two, as much as to say that he doesn't think it very nice of her to do such a thing, and goes away out of her sight and hearing until she is through eating.

9. And yet Spot seems to know that he must not expect a cat to be just like a dog in everything, for he often brings a mouse or a rat that he has caught, and drops it at Tip's feet.

10. Then, without waiting to be thanked, he runs away, as if half ashamed to think that he has done such a thing, even to please his good friend.

11. Perhaps Tip is more selfish than Spot. At least, she always eats her own rats and mice, as well as those that Spot gives her, and never even offers him anything in return.

12. But cats  
and dogs have  
ways of their



own, and perhaps in some way she repays him for his kindness, though Spot never seems to expect her to thank him for what he does.

1. Answered, excepting, funny, scratch, noise, understand, expect, waiting, selfish, return.

2. Who are Spot and Tip? What do they do? What happened one day? What did Spot do? How did Tip thank him? Did they always agree? What did Spot do then? What do dogs eat? What do cats eat? Can you find a *name-word* in the first paragraph that can not be changed to mean more than one? Change *mouse* to make the word mean more than one. What four words tell how Tip bent her back? Is "in a funny way" used like a single word to tell the manner? "Spot was in the barn." What three words here are used as a *place-word*? What words can you make from *answer*? *noise*?

---

## LXII. CRADLE SONG.

1. Sleep, baby, sleep!

Thy father's watching the sheep,  
Thy mother's shaking the dreamland tree,  
And down drops a little dream for thee.  
Sleep, baby, sleep!

2. Sleep, baby, sleep!

The large stars are the sheep,  
The little stars are the lambs, I guess,  
The bright moon is the shepherdess.  
Sleep, baby, sleep!

---

1. Dreamland, shepherdess, shaking.

**LXIII. THE STRANGE BOAT.**

1. Albert had been telling us about a strange boat on the lake, and so we thought we would go and see it on our first holiday.

2. On Saturday we all hurried to the park, and there on the water was the strangest boat we ever saw. It had no oars or sails, but moved quite fast.

3. The stern of the boat looked like a great white swan. There were seats in front of this, and I counted seven people on the boat. Six were sitting in the seats, and one was back of the swan's tail. I soon found that this man made the boat go, and steered it at the same time.

4. There were little paddle wheels hidden under the swan, and the man turned them with his feet. There were rests for the feet, nearly the same as on a bicycle, and the paddle wheels were turned in about the same way as a bicycle wheel.

5. Once a live swan was put into the lake near the boat. She floated round and round it, and seemed to be thinking what it could

be, and whether she would be friendly with it or not.

6. At last she came close to it, and from that moment was uneasy when it was not near her. Everywhere the boat went, the swan went too. When it stopped, she floated



near it. She would go to the shore to be fed, but as soon as possible would swim rapidly out to her strange friend, and rest quite happy by its side.

7. We thought this as strange as the boat itself; but one of the boys said he guessed the swan had nothing else to play with, and

so made believe the boat was alive, just the same as little girls play with their dolls and pretend to talk with them.

---

1. Thought, swan, counted, steered, paddle, wheels, bicycle, turned, floated, whether, friendly, uneasy, pretend.

2. What words can you make from *easy*? How do you *steer* a sled? How is a boat *steered*? What do swans eat? What kind of feet do they have?

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#### LXIV. A FOOLISH CHALLENGE.

##### PART I.

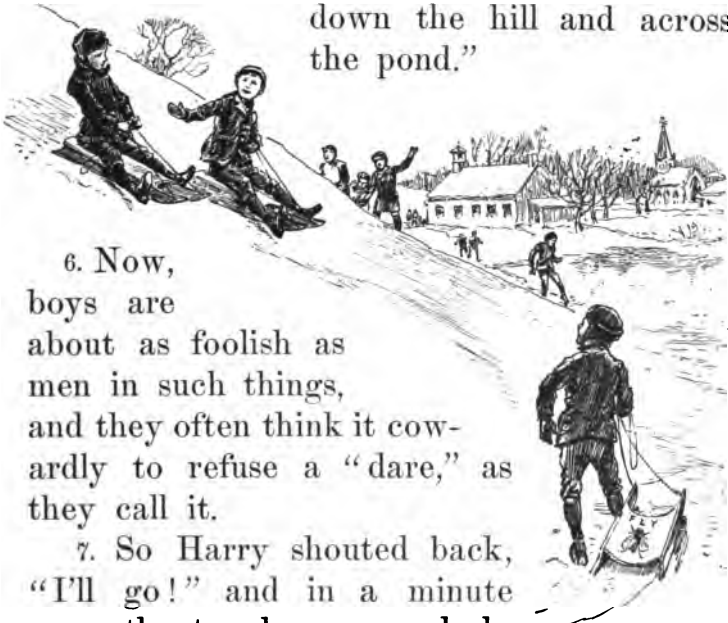
1. Near the old red schoolhouse there is a large hill, and at the foot of the hill a pond stretches across the valley.

2. In winter the boys like to go early to school, and slide down the hill and far out on the pond before school time.

3. The teacher likes to see the boys enjoy themselves, and she rings the bell ten minutes before school begins, so that there will be time enough for them to get from the top of the hill to the schoolhouse.

4. One day the ice was hardly strong enough to bear, and so the boys were sliding on the other side of the hill.

5. "I dare anybody," said John, "to slide down the hill and across the pond."



6. Now, boys are about as foolish as men in such things, and they often think it cowardly to refuse a "dare," as they call it.

7. So Harry shouted back, "I'll go!" and in a minute more the two boys were dashing down the hill on their swift sleds.

1. Stretches, valley, dare, foolish, cowardly, refuse, dashing, early, shouted.

2. Give two meanings of *bear*. Give another word spelled differently but pronounced the same. What is "a valley"? What is a "dare"? What is the meaning of *time enough*? What is the opposite of *refuse*?

3. OUTLINE.—*The hill*: Where it is—what is at the bottom—what the boys do. *The teacher*: What she does—why. *What happened*: Ice not strong—boys sliding—the "dare"—accepted—why—the start.



**LXV. A FOOLISH CHALLENGE.****PART II.**

1. The teacher had just come to the school-room door when the boys started on their dangerous slide.

2. She knew the ice was thin, and she ran from the schoolhouse toward the boys, calling on them to stop.

3. But they could not stop. Down, down the hill they went, faster and faster, until they came to the edge of the ice.

4. Harry's sled leaped from a little ridge of snow on to the pond, and broke through the ice before it was far from the shore; but John's sled struck the ice evenly, and, like an arrow, darted out over its smooth surface toward the center of the pond.

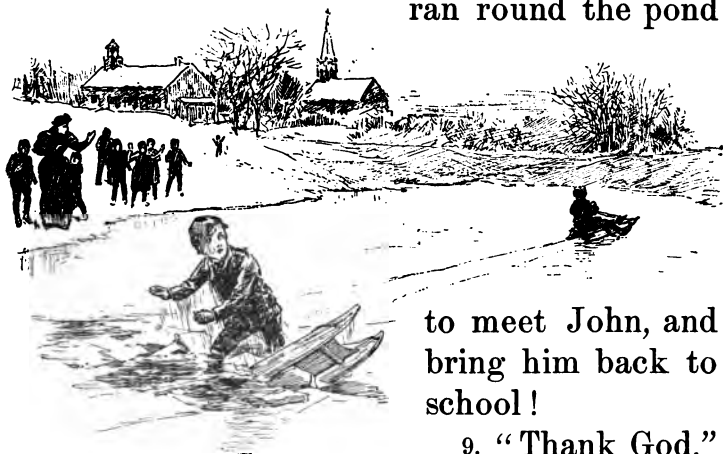
5. The water was not very deep where Harry broke in, and in a minute he was on the shore, wet and shivering with cold, but too anxious for John's safety even to think of his own condition.

6. On, on went John, the ice cracking and bending under his sled.

7. The boys all knew that if he broke

through the ice so far from shore no one could help him, and they stood trembling with hope and fear until they saw the sled strike the other shore.

8. Then what a shout they gave as they ran round the pond



to meet John, and bring him back to school!

9. "Thank God," said the teacher, "that it is no worse! Learn the right lesson from what has happened this morning, and it will save you from many a danger when you are older."

1. Trembling, worse, dangerous, leaped, evenly, darted, anxious, condition, edge.

2. Make sentences containing the words *even, evenly, darted, worse, anxious, condition*. What sound has *xi* in *anxious*? What did the teacher mean by "saving the boys from many a danger"? Which is the braver boy, one who dares to do

right, or one who is afraid to refuse a "dare"? Make all the words you can from *tremble*, *danger*.

3. OUTLINE.—*The teacher*: Where she was—what she knew—what she did. *The slide*: How they went down the hill. *Harry's sled*. *John's sled*: Where it went—what the boys saw—what they did. *The lesson*.

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### LXVI. THE OLD MILL.

1. Isn't this a pretty picture? It is an old mill. Years ago there were in the country a great many mills like this one, and the farmers used to take their corn there to be ground into meal.

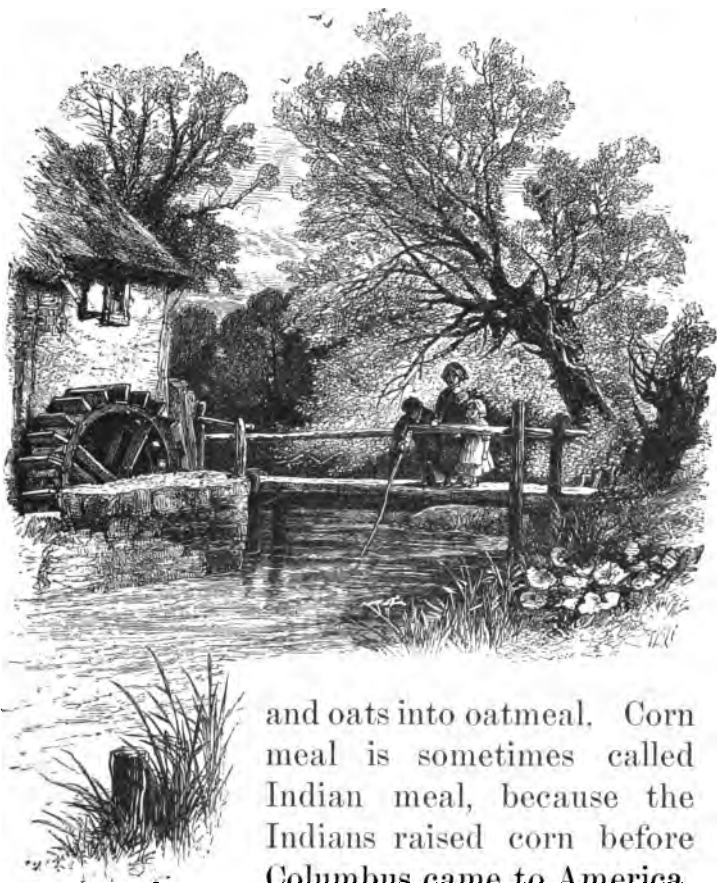
2. The man who grinds the corn is called the miller.

3. See the large wheel! It is called a water wheel because the water turns it. This wheel turns other wheels, and they turn the great round stones that grind the corn.

4. Sometimes the wheels are turned by wind. The mill is then called a windmill.

5. In many large mills the wheels are turned by steam, in the same way as the wheels of an engine.

6. When wheat is ground in these mills it becomes flour. Rye is ground into rye flour,



and oats into oatmeal. Corn meal is sometimes called Indian meal, because the Indians raised corn before Columbus came to America.

“ Blow, winds, blow! and go, mill, go!  
That the miller may grind the corn;  
That the baker may take it,  
And into rolls make it,  
And send us some hot in the morn.”

1. Miller, baker, morn, grinds, Columbus, Indian, flour, rye, oats, steam, engine, wheat, America.

2. What do you see in the picture? How many kinds of mills have you seen? What is used to "turn the mill"? Give two sentences containing the word *ground* with two meanings. *Morn* means what? Why is *ing* left off? What does it rhyme with? What does *er* mean in *mill*er and *bake*r? Do you know what windmills are used for in this country? "Many mills were in the country." What three words are used as a *place-word*? Which of these words is a *name-word*? The *name-word* is joined to the *action-word* by what little word? Then *in* is a joining or connecting word. What is the connecting word in the last line of the verses? What three words in the same line tell *when* the rolls are sent? Make all the words you can from *bake*.

---

#### LXVII. A BIRD'S HOUSE.

1. I found a little bird's house to-day,  
Round and brown, and as soft as silk;  
It was built in the prettiest, cunningest way,  
When the trees were as white as milk  
With apple blossoms—do you remember?  
Or have you forgotten in chill December?
2. This was the way; there were straws and  
sticks,  
And the father-bird found them one by  
one;

And his wise little wife knew the way to fix  
The coziest little home under the sun,  
Out of straws and sticks and mud and clay;  
And she built the whole on a summer's  
day.

3. Then she laid the cunningest little eggs,  
And soon in the nest there were birdies  
dear,  
Which she loved and tended with constant  
care  
Till the summer passed and the leaves  
grew sear.  
And then to the south they flew away,  
For they knew of this cold December day.

1. Blossoms, remember, forgotten, December, coziest, cunning, sear, constant, tended.

2. What was the "bird's house"? Could you call it a "bird-house"? Is there any action-word in the first stanza that shows past time by adding *ed* to the present? What is the present of *found*? *was built*? *were*? *forgot*? When was the bird's nest found? How soft was it? How was it built? When? How white were the trees? With what? Who found the straws? Who knew how to fix them? How long was she building the nest? What did they do then?

NOTE.—Action-words or verbs have but two forms to denote time; as, present (tense or time), I *look*; past (tense or time), I *looked*; present, I *see*; past, I *saw*. Other changes in the verb form are to show person and number; as, he *runs*, they *run*; I *see*, he *sees*. Other divisions of time are shown by using verbs which show the time by their meaning; as, She *had gone*.

## LXVIII. JOHN'S LETTER TO HIS FATHER.

Hope, May 1<sup>st</sup> 1894.

My dear Papa,

I want to write you a letter, and mamma says I may if I will write as well as I can. She thinks I write very well for a little boy, and I hope you will think so too when you read this letter.

We miss you, papa, very, very much and every night we say, "O, I wish papa were here." How long you are away. We thought you would be back in four days, and you are not here now.

I am good to mamma, and help her all I can. I go after the cow and give her hay and water, and I take care of the horse too. I am kind to little sister Fannie, and am careful not to hurt her. I play with her and let her look at my book. It rains to-day, so she cannot go out of doors. She wanted to go with the others into the woods, but, as she cannot go, I will stay at home with her.

I have made a new kite, and it will fly very high.



Tom and I play ball every  
day. He hurt his hand to-  
day and cannot catch very well.  
This is all I can think of now.  
But do come home, dear papa,  
just as soon as you can, to see  
Your little boy.  
John.

---

Just a little every day—that's the way  
Seeds in darkness swell and grow,  
Tiny blades put through the snow.  
Never a flower of May  
Leaps to blossom in a burst.  
Slowly—slowly—at the first,  
That's the way—just a little every day.

Just a little every day—that's the way  
Knowledge comes as children grow,  
Day by day new things they know.  
Never in longest day  
Can a boy to manhood climb.  
Slowly—slowly—all the time,  
That's the way—just a little every day.

## LXIX. GRANDMOTHER'S STORY.

1. Dear old grandmother! Years have passed since she left us, but I often think of her as she sat in her great easy-chair, and knitted away, while she told us children wonderful stories of what happened when she was young.

2. One night I was teasing the cat, when grandmother, whose kind heart was troubled to see any of God's creatures in pain, said that if I would let pussy alone she would tell us how her cat once saved her life.

3. The cat was quickly put on the mat by the fire, and we drew our chairs as near to grandmother as possible, to hear her story.

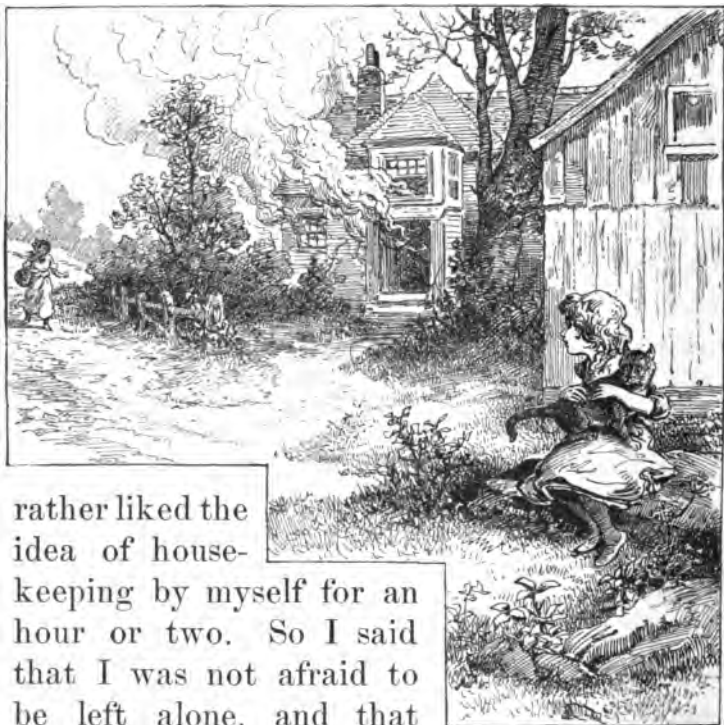
4. "When I was a little girl," she began, "not older than May, we lived in the country, quite a distance from any other house.

5. "Father had gone off for the day, and mother and I were left alone. The nearest neighbor was nearly half a mile away, but mother said that she must go and call there, as one of the family was sick, and she might be able to do some good.

6. "It was a long walk for me, and mother

thought that, if I was not afraid to stay at home alone, it would be better for me not to go with her.

7. "There was nothing to harm me, and I



rather liked the idea of house-keeping by myself for an hour or two. So I said that I was not afraid to be left alone, and that mother might go without me.

8. "As soon as she was fairly out of sight I began to dust the chairs and to 'put the room to rights,' as mother used to say.

9. "After a while, feeling tired, I lay down with my pet cat near me, on the rug before the fire, and was soon fast asleep.

10. "I do not know how long I slept, but the cat awoke me by pulling my clothes and mewling. When I opened my eyes I was frightened enough. The room was full of smoke, and I could see that the house was on fire.

11. "Half awake, and nearly overcome by the smoke, I took the cat in my arms and ran out of doors.

12. "Mother was on her way home when she first saw the smoke, and, full of fear lest I was in the burning house, she came hurrying into the yard and found me sitting near the barn, still holding the cat in my arms.

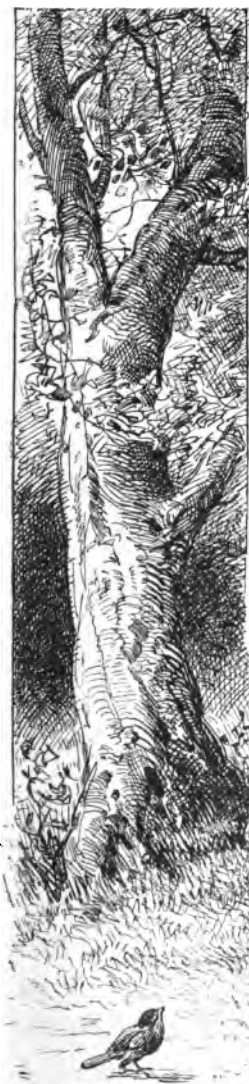
13. "The house was all on fire, and in a short time was burned to the ground. I could tell mother nothing about the fire, only that the cat saved my life."

1. Grandmother, knitted, happened, teasing, creatures, drew, neighbor, housekeeping, mewling, burned.

2. Is "Dear old grandmother" a sentence? Why not? What is it? What mark shows this? May a sentence be an exclamation? What does this exclamation mean? Change it to a sentence that should have a period after it.

**LXX. WHY LITTLE BIRDS HOP.**

1. A little bird sat on a twig of a tree,  
A-swinging and singing, as glad as could  
be,  
And shaking his feathers and smoothing  
his dress,  
And having such fun as you never could  
guess.
2. And when he had finished his sweet morn-  
ing song,  
He flew down to the ground, and went  
hopping along,  
This way and that way, with both little  
feet,  
While his sharp twinkling eyes looked  
for something to eat.
3. A little boy said to him, "Birdie, do stop,  
And tell me the reason you go with a  
hop!  
Why do you not walk as we boys do,  
and men,  
One foot at a time, like a dove or a hen?



4. "How queer it would look to you, when you go out,

If you saw boys and girls all go hopping about Like you, little bird! And you don't know what fun

It is to be able to walk and to run."

5. Then the little bird went with a hop, hop, hop, And he laughed and he laughed, as he never would stop;

And he said to the boy, "There are some  
birds that talk,  
And some small birds that hop, and some  
large birds that walk.

6. "Use your eyes, little boy. If you watch  
you will see  
What little birds hop with both feet, just  
like me,  
And what other birds walk, like the duck  
and the hen;  
And when you know that, you'll know  
more than some men.
7. "All the birds that can scratch for their  
food in the ground,  
All the birds that can wade in the water  
around,  
All the birds that have talons with which  
to catch prey—  
They all walk, just one foot at a time,  
the same way.
8. "But most of the birds, who can sing  
you a song,  
Are so small that their two legs are not  
very strong

To scratch with, or walk with, or catch  
things—that's why  
They hop with both feet. Little boy, now  
good-by."

---

1. Finished, hopping, shaking, talons, ground, swinging, smoothing, twig.

2. Where did the bird sit? What was he doing? What did he do on the ground? What did the boy say to him? What did the bird reply? What birds can you mention that scratch in the dirt? Can you name any bird that catches prey with his claws?

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#### LXXI. WHAT FANNIE SAW.

1. Fannie's father was away from home, and her mother was very busy.

2. There was no school, and Fannie soon got tired of being in the house, and wanted to go out to the barn and see the cow and the horse.

3. So her mother called James from the barn, where he was at work, and asked him to take Fannie with him for an hour or two.

4. Fannie was pleased, for she always liked to go to the barn, and she said she would try not to trouble James at all.

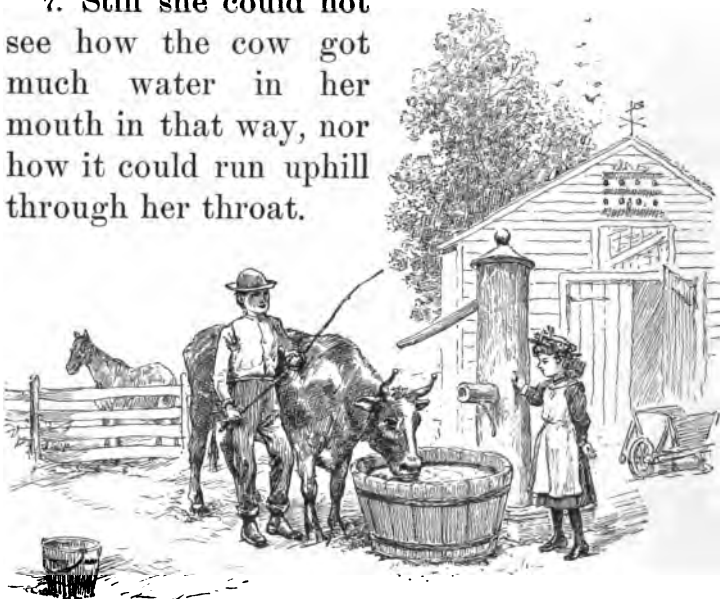
5. In the barnyard stood a large tub full



of water, and Fannie laughed as she saw the cow dip her nose into the water to drink.

6. She said she would rather drink out of a tumbler; but the cow could not do this, and so had to drink in her own way.

7. Still she could not see how the cow got much water in her mouth in that way, nor how it could run uphill through her throat.



8. As Fannie was standing near the tub, she looked to see if the cow really did drink the water.

9. "Why, James," said she, "the poor cow will get no water. It is all running out of the tub. It must leak somewhere."

10. James laughed, and told her that she would find that the cow could drink a tubful of water in about three minutes, and Fannie soon saw that the cow was drinking the water that she thought must be leaking out of the tub.

11. She could see by looking at the outside of the cow's neck that the water was being carried down her throat very fast, even if it did have to run uphill.

---

1. Trouble, rather, tumbler, throat, leaking, carried.

2. Could you drink like a cow or a dog? What is a young horse called? What is a young cow called? Did you ever notice how birds drink? Mark the silent letters in *laughed*, *trouble*, *throat*. "James laughed, and told her." What word joins *laughed* with *told*?

NOTE.—*And*, *if*, *or*, and some other words are connecting-words. They are called *conjunctions*, while the other little connecting-words, *in*, *of*, *from*, are called *prepositions*. The prepositions always have a name-word (or a word that takes its place) after them, and, with the name-word, are used to tell *time*, *place*, or *manner*.

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## LXXII. HOW DIFFERENT CREATURES DRINK.

1. Pretty soon the horse began to drink, and Fannie saw that he drank in about the same way as the cow.

2. But the hen, after dipping her bill into

the tub, held up her head as if to let the water run down her throat.

3. This made Fannie think about the way in which different animals drink, and she asked James a great many questions which he could not answer.

4. But Fannie said she would begin that day and write down the names of all the different animals she had ever seen, and then find out how each one drank.

5. While she was talking with James the cow stood near them, and seemed to be chewing something all the time.

6. "James," said Fannie, "I think the cow must have had something hard in her mouth; she has been chewing it for a long time."

7. James looked at the cow for a minute, and then told Fannie that the cow had a strange way of eating as well as of drinking, and he promised to tell her all about it. Fannie thought she had a great deal to learn about the common animals.

---

1. Dipping, different, questions, common, chewing, answer.

2. Make a list of all the animals you know, and tell how each one drinks. What animals "chew the cud"? Which animal do you think is most useful to man? Drop *ing* from

*dipping*. What sounds have *i* and *o* in *question*? Group the words in the first paragraph and name the connecting-words. What words can you make from *differ*?

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## LXXIII. PAPA'S RETURN.

1. "Papa has come! Papa has come! I am glad he is at home again. I must run and find him.

2. "Oh, here you are, papa! Mamma said that you would be here to-night. Every day we have said, 'We do wish papa would come home.' It seems a long time since you went away, and we have missed you so much."

3. "And I have missed my little Fannie and her mamma, too, and am glad to get home again. The three days I have been away have seemed like three weeks."

4. "Three days, papa! Only three days! Why, it must be more than that since you went away."

5. "Well, Fannie, I went away on Wednesday, and this is Saturday. You see that I have been away only two whole days. But, Fannie, what have you found to do since I went away?"

6. "I have helped mamma all I could; but you know, papa, I am such a little girl that

I can not do much to help her.

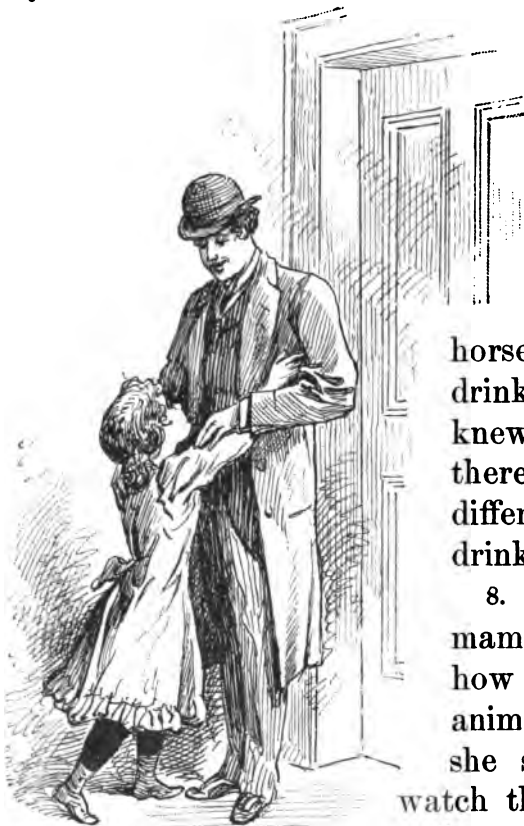
7. "One day I went to the barn, and saw the cow and the

horse and the hens drinking. I never knew before that there are so many different ways to drink.

8. "So I asked mamma to tell me how the different animals drink, and she said I must watch them and see, and I have already

found out how the cat and the dog and the little birds drink."

9. "I am glad you are finding out things



for yourself. Now let us go and see mamma."

---

1. Missed, Wednesday, Saturday, already, yourself.
  2. Find an expression in the lesson that means "not more than three days." What does *only* mean? What does *Wed.* stand for? *Sat.*? What mark shows that a part of the word is left off? Write sentences containing the words *know*, *no*, *knew*, *new*. What is the mark after *come* in the first paragraph? What does *Oh* mean in the second paragraph? When *Oh* is used in this way, to express surprise or fear, it is called an interjection.
- 

#### LXXIV. GOOD NIGHT AND GOOD MORNING.

1. A fair little girl sat under a tree,  
Sewing as long as her eyes could see;  
Then she smoothed her work and folded  
it right,  
And said, "Dear work, good night, good  
night!"
2. Soon a number of crows came over her  
head,  
Crying, "Caw, caw!" on their way to bed;  
She said, as she watched their curious  
flight,  
"Little black things, good night, good  
night!"

3. The horses neighed and the oxen lowed;  
The sheep's bleat, bleat, came over the  
road—  
All seeming to say, with a quiet delight,  
"Good little girl, good night, good night!"



4. She did not say to the sun, "Good night,"  
Though she saw him there like a ball of  
light;  
For she knew he had God's own time to  
keep  
All over the world, and never could  
sleep.

5. The tall pink foxglove bowed his head,  
The violets courtesied and went to bed,  
And good little Lucy tied up her hair,  
And said, on her knees, her evening prayer.
6. And while on her pillow she softly lay,  
She knew nothing more till again it was  
day,  
And all things said to the beautiful sun,  
“Good morning, good morning! our work  
is begun.”
- 

1. Curious, flight, neighed, lowed, delight, foxglove, violets, courtesied, prayer, pillow.

2. Give two meanings of *low*. What word forms its plural in *en*? In the first stanza, why does *dear* begin with a capital?

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## LXXV. AT SCHOOL.

### PART I.

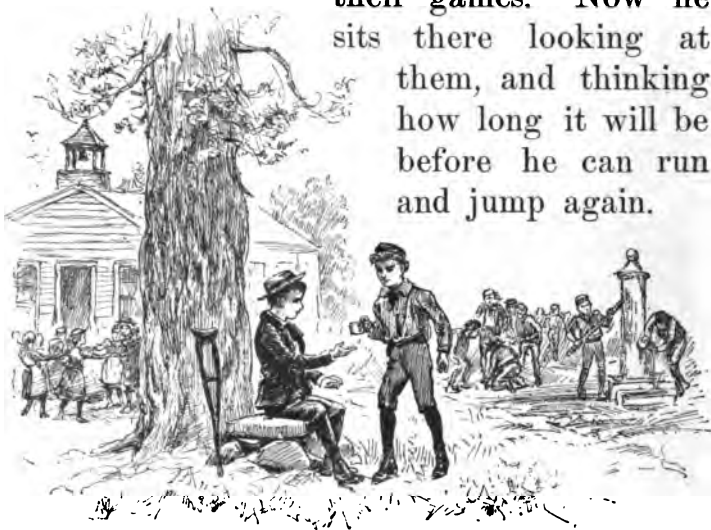
1. See the merry boys and girls! They have just come out of the schoolhouse. Some are already at play. Others are at the pump, and one little fellow sits under the maple tree.

2. He is lame, and can not run and play like the others. How kind the boys are to



him! They have made a nice seat for him, where he can see them play. They always take care of him, and fetch water from the pump for him to drink.

3. The boys all like Horace. When he was well and strong, he was always first in their games. Now he sits there looking at them, and thinking how long it will be before he can run and jump again.



4. This is the way Horace got hurt. One day the boys were playing in the street, when a runaway horse came round the corner.

5. Right in front of the horse stood one of the little boys, too frightened to move.

6. Horace caught hold of the little fellow and dragged him out of danger, but was himself struck by the wagon.

7. One of his legs was broken, and he had to stay in bed for a long time. But his playmates were all very kind to him, and he says that he is glad he saved the boy from being run over, even if he did get hurt himself.

---

1. Others, maple, sadly, runaway, seized, fetch, frightened, merry.

2. Where have the children been? What are they doing? Why does one boy sit under the tree? How do the boys show him kindness? How did he get hurt? *Fetch* means what? Add *er* to *merry*. What does the *y* become? In the first paragraph, name every part of speech you know.

---

## LXXVI. AT SCHOOL.

### PART II.

1. The bell has rung. Recess is over. How quickly the children leave their play and form in line at the door! They love their teacher, and try to do as she tells them.

2. Where is poor lame Horace? Oh, there he is! Two of the largest boys are with him.

3. How careful they are not to hurt him ! He looks up at them and thanks them for their kindness. They must be very good boys.

4. The little boy whom Horace saved thinks that Horace is a great hero.



5. He says that he will repay Horace for what he did by saving some other boy when he gets larger.

6. He tells everybody how he was dragged from under the horse's hoofs, and how Horace risked his own life to save him from being run over.

7. Nearly every day he says to Horace, "I am sorry I was so careless as to get in the way of that horse. I am old enough to

know better, and I will never do such a thing again."

Dear children, keep the Golden Rule;  
Be gentle, kind, and true,  
And always do to others as  
You'd have them do to you.

1. Rung, recess, golden, you'd, hero, risk.
  2. Change to questions, "The bell rang," "They left their play." What letters are left out of *you'd*? Learn the Golden Rule. What does *keep* mean?
  3. OUTLINE.—Recess over—what the children do—careful of Horace. The boy Horace saved—what he thinks—what he does—what he says.
- 

## LXXVII. COASTING.

1. A hill; a sled all painted red,  
The name in yellow;  
A boy in cap, mittens, and wrap,  
A happy fellow.
2. The track like ice—that's very nice;  
A scrape and rumble;  
A little swerve, a hasty curve—  
And such a tumble!
3. A whirl; a stop; the sled on top—  
Snow all this hiding;

A merry laugh—this is not half  
The fun of sliding.

1. Painted, yellow, mittens, wrap, scrape, rumble, swerve, curve, whirl, tumble.

2. Are there more rhyming words than usual in these stanzas? Write the first stanza so as to make each rhyming word stand at the end of a line. What is the sound of *e* in *swerve*? What does it rhyme with? Mark the sounds in *laugh*. What does it rhyme with? What letter is silent in *wrap*? What does *rap* mean? Put "I see" before "a hill," and "and" in place of the semicolon, and read the first stanza. Put "is" after *track*, "I hear" before the second line, and "I see" before the third line, and read the second stanza. How many syllables rhyme in any of these words?

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LXXVIII. THE POEM RE-TOLD.

What a happy fellow a  
boy is in winter! See him  
with sled painted red, with  
his name in yellow on top.  
Down the icy hill he goes,  
scraping over the bare ground

until he comes to a bend in the track.

Over goes the sled. The boy falls into the snow, and is all covered with its soft flakes. But he is not hurt. With a merry laugh he drags the sled again to the top of the hill and is ready for another slide. Put on your cap and mittens and see what fun there is in sliding!

2. What *scrapes* over the ground? What is the meaning of "bare ground"? Write two sentences containing words pronounced *bār*. Copy the lesson.

Over the silver sea of sleep  
The dream boats drift away, away;  
Adown the dawn they softly creep  
Into the harbor of the day.

## LXXIX. THE RIDE.

1. *Kate*. Let me ride with you to-day, father. Do let me ride to-day.

2. *Mr. Gray*. I am going to town to-day, Kate. It is a long ride. Will you not get tired?

3. *K*. No, father; I think I shall enjoy the ride too much to get very tired, and I do want to go to town with you.

4. *Mr. G*. Well, get ready as soon as you can, and you may go.

5. *K*. Thank you, father; I will be ready in a very few minutes.

6. When Kate came out of the house ready for the ride, her father was waiting for her, and soon they were on the road to town.

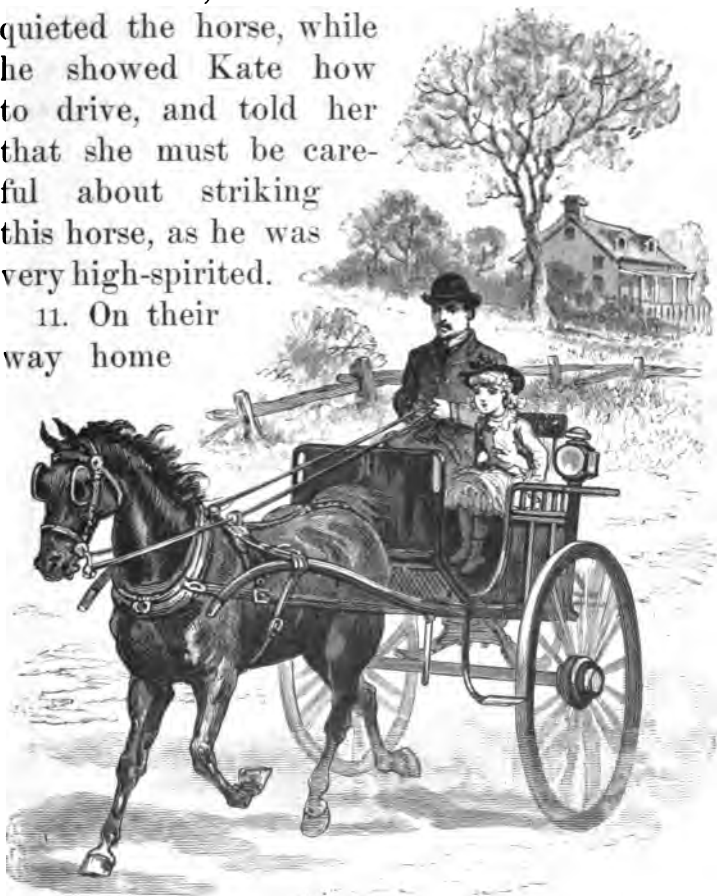
7. The road was smooth and straight, and Mr. Gray let Kate take the reins for a while.

8. Kate thought it great sport to drive the horse, which was very gentle and trotted along without noticing who was guiding him, until Kate struck him with the reins.

9. He was not used to this, and sprang forward so suddenly as to throw Kate nearly off the seat.

10. She was frightened, and gave the reins to her father, who soon quieted the horse, while he showed Kate how to drive, and told her that she must be careful about striking this horse, as he was very high-spirited.

11. On their way home



they saw a large bear standing in the middle of the road.



12. The horse saw him, too, and stopped. For a moment he stood and looked at the bear, then he tried to turn and go the other way.

13. Just then the bear walked slowly away from them, and they saw that a man was leading him.

14. When the man saw that the horse was frightened, he led the bear out of the road into the field so as to let the horse pass him.

15. Even then the horse was unwilling to go along the road where the bear had stood, and he did not fully get over his fright until he was safe at home in the barn.

16. For some time afterward the horse was frightened when he was driven over this road. He would look carefully around, as if he feared that the bear was not far away, and would tremble as he hurried on.

---

1. Leading, suddenly, slowly, reins, trotted, unwilling, frightened, forward, straight, high-spirited.

2. Write two sentences containing the words *reins* and *rains*. Make three words from *fright*. Did he lead the bear? What was Kate's last name? What does *Mr.* stand for? What does the period show? Change *drove* to make it mean present time. Why are there no quotation marks in the first sentence? Can you change the form of it so as to use them? What does "K." stand for in the third paragraph? How far does the dialogue extend?

## LXXX. THE BOY AND THE BIRD.

1. A little bird on a tall elm tree  
Was making her nest in June ;  
As she thought of her eggs and her little  
birds,  
She sang a merry tune.
2. A boy stood under the lofty elm,  
And the merry song he heard ;  
As he caught the pure, sweet notes, he said,  
"I wish I could sing like a bird."

*One day in June a little bird was busy at work building her nest in a large elm tree.*

*She thought how nice it would be when she had the nest all done. Then she thought of the tiny eggs, and of the little birds that would soon be in the*

nest. Her mother-heart was so happy that she stopped work for a moment to sing a merry tune.

A little boy stood under the tree watching the bird at her work.

When she began to sing he listened, pleased with the sweet notes. "I wish I could sing like a bird," he said, as she stopped singing and flew down near him for another straw.

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1. Merry, building, lofty, listened.

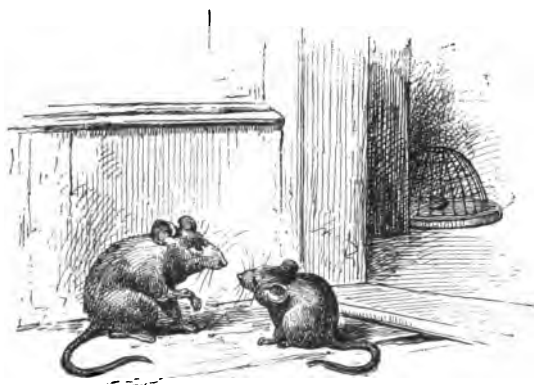
2. Give the rhyming words and mark the sounds. What is meant by "caught the notes"? Does the word *caught* make it seem as if the notes came through the air like a ball? Copy the script. What is told in the prose that is not in the poem? What birds build nests in trees? Where do other birds make their nests? Do all birds use straw to make their nests?

## LXXXI. A FABLE.

1. Once on a time a mouse came running to her mother in great haste.

2. "Come out into the pantry," said she. "Do come with me and see what I have found !

3. "It is such a nice little house, and there is a piece of cheese in it. I did not go in, though the cheese smelled so good that I wanted to get it for you.



4. "I thought I would run and tell you first, and then we could go together and get the cheese. It is safe from the cat, for the door is so small that she can not get in.. Some one must have made it just for us."

5. "My child," said the wise old mouse,

"some one did build the little house you saw just for the mice.

6. "I have seen a great many such houses; they are nothing but traps. If you go into one of them, you can never get out again.

7. "The cheese may be very nice, but it is better to go without it than to run so much risk to get it."

---

1. Mouse, mice, pantry, smelled, though, traps, risk.

2. How do you generally make a word mean more than one? Change *goose* to make it mean more than one. Change *mouse* to make it mean more than one. Do mice talk? If we heard them talking, could we understand them? Why is this a *fable*? What is the meaning of this fable?

---

## LXXXII. TIME.

### PART I.

1. "Sixty seconds make a minute,  
Sixty minutes make an hour,  
Twenty-four hours make a day,  
Seven days make a week,  
Four weeks make a month,  
Twelve months make a year."

2. "I think twenty-four hours would make a pretty long day," said Henry Brown, when

he had read this table. "There must be two kinds of days. At home we call it 'day' when the sun shines, and 'night' when it is dark. Twenty-four hours must make an arithmetic day."

3. "There are twenty-four hours in one day and night," said Robert. "An arithmetic day must be always the same, while our days are longest in summer and shortest in winter."

4. "If 'four weeks make a month,' there are only forty-eight weeks in a year, and I think that we have fifty-two weeks in a year."

5. "My arithmetic does not say that 'four weeks make a month.' Perhaps your arithmetic takes a vacation of four weeks."

6. At this both the boys laughed, and Henry said that there were three hundred and sixty-five days in a year, and that would be one day more than fifty-two weeks, so that, if four weeks made a month, there would be thirteen months and one day in a year.

---

1. Seconds, arithmetic, perhaps, vacation, hundred, thirteen, forty, fifty.

2. How many hours are shown on clocks? Do we some-

times say that twelve hours make a day? Do all months have the same number of days? Do all years have the same number of days? Do all days have the same number of hours?

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### LXXXIII. THE SONG OF THE BIRDS.

1. Birdies singing in a tree,  
What is it they say to me?  
“Let your heart be glad to-day”—  
That is what the birdies say.
2. “What though swiftly falls the rain,  
Soon the sun will shine again;  
What though winds may fiercely blow,  
’Tis but for an hour or so.
3. “Drive away dull care and sorrow;  
Pleasure will come on the morrow.  
Look on life’s bright side, and see  
How much happier you’ll be.
4. “All in vain is sad repining;  
See the dark cloud’s silver lining.  
Do as we do all day long:  
Sing a glad and merry song.”

- 
1. Fiercely, repining, silver, lining.
  2. Is the wind spoken of as if it were alive? What animals are fierce? Do clouds sometimes seem lined with silver?

**LXXXIV. THE PARROT.****PART I.**

1. Did you ever hear a bird talk? The bird you see in the picture could speak many words as plainly as some children can. She was a great pet in the family in which she lived, and seemed to know each one by name.

2. If she were not fed in the morning, she would call out, "Polly wants her breakfast." If it were not given her at once, she would call some one by name, "Ned, Polly wants her breakfast."

3. Then, if Ned did not give her some food, she would try James. "James, Polly wants her breakfast." And so in this way she would name each one until she got her breakfast.

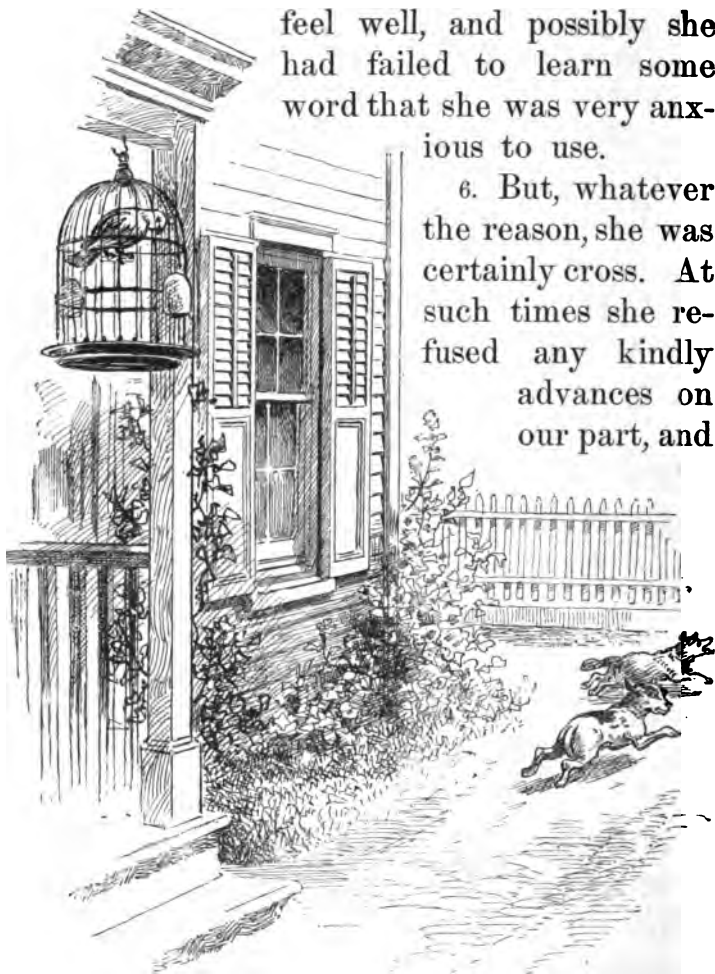
4. When food was brought her she would laugh in a queer way, and say "I knew I'd get it." She never made a mistake about the name of the meal. Breakfast was always called for in the morning, and tea in the afternoon.

5. Polly was very cross sometimes. We did not know why. Perhaps she did not



feel well, and possibly she had failed to learn some word that she was very anxious to use.

6. But, whatever the reason, she was certainly cross. At such times she refused any kindly advances on our part, and



would not take even the choicest bits of food that she specially liked.

7. When she was very cross she took the greatest pleasure in biting everybody but mother.

8. If one of the boys put a finger near her, it was pretty certain to be nipped; but mother could do what she pleased, and Polly never tried to bite her.

1. Parrot, breakfast, plainly, afternoon, Polly, failed, possibly, anxious, refuse, advances, choicest, mistake.

2. Did you ever see a parrot? What kind of a bill did it have? What colors was it? What words in the lesson are made of two words? How did Polly break her fast? Can any other bird be taught to talk? When you speak of some other person and yourself, which do you mention first? When you tell what some one said just as he said it, with what do you begin the sentence, and what marks do you put before and after his words? Do you find these marks in the lesson?

---

## LXXXV. THE PARROT.

### PART II.

1. Polly was very polite. When not cross, she would always say to any one who came near her, "How do you do?" and seemed to notice it if no answer were given.

2. One thing greatly pleased her. Her cage was hung over the street door. She would drop pieces of bread on the ground

and whistle until the dogs came running to the bread.

3. Just as they were going to eat it she would scream, "Get out, dogs!" and they would run off, while she sat and laughed in her strange way.

4. She was fond of children, and would talk to them when they stopped and bade her good morning.

5. They brought her many a nice bit of food, and she thanked them with, "Good boys!" "Good girls!"

6. Sometimes she heard a strange word which seemed to please her. She would listen every time it was spoken, and you could see that she was watching for it.

7. As soon as she heard it she would drop her head, and apparently try to say it herself.

8. Days and even weeks after this, when perhaps we had all forgotten about it, Polly would suddenly shout the word in great glee, and would say it over and over again.

9. But she never learned a word of more than two syllables, and seemed vexed if we tried to teach her longer words.

1. Polite, whistle, scream, syllables, apparently, glee, listen.
  2. Where did the cage hang? How did Polly call the dogs? How did she drive them away? How did she learn new words? What is a syllable? How many syllables are there in *listen*? in *breakfast*? Give a word of three syllables.
- 

## LXXXVI. THE CHRISTMAS CANARY.

1. One Christmas morning, when Annie Miller awoke, she saw hanging near the bed a nice cage, and in the cage was a beautiful canary bird.

2. Annie called the canary "Christmas," and the little bird soon learned to know his name, and would fly round the cage and chirp loudly whenever he saw his little mistress or heard her calling him.

3. He soon grew so tame that Annie could take him out of the cage, and he would perch on her finger or fly about the room without the least fear.

4. One day he happened to rest on the pin-cushion, and, seeing the little pin-heads on the red surface of the cushion, he began to peck at them.

5. Soon he pulled one out of the cushion and dropped it over the side of the table.

Something about this seemed to please Christmas, for he began to pull pin after pin from the cushion and to drop them on the floor.

6. From this time, the minute his cage door was opened he flew to the pincushion,



and never stopped working till every pin lay on the carpet.

7. One day Mr. Miller made a little wooden well, and fastened it outside of the cage. Then he made a bucket out of a little nut, and tied a string to it so that the bird could reach the string.

8. In a very few days Christmas had learned to draw the bucket from the well, holding the string with his feet while he drank from the bucket the water he had earned.

9. Then Mr. Miller made a little car to run on a railroad from the cage, and fastened a string to the car, which was filled with seed for the bird to eat.

10. Christmas was soon pulling away at the string, and it was not long before he was eating the seeds, which he seemed to like better than those in his cage.

11. One day, when Annie went to take Christmas out of the cage, the bird seemed to be quite dead; but when Annie laid him on the table he sprang to his feet, and hopping to the pincushion, which was full of pins, began his work as usual.

12. After this Christmas often made believe dead when he wanted Annie to open the cage, but how he learned to do this Annie never knew.

13. She always said that Christmas was the best gift that she ever had received from Santa Klaus, and the bird was as fond of his little mistress as she was of him.

1. Hanging, canary, learned, chirp, cushion, wooden, square, bucket, earned, usual, believe.

2. Are canary birds natives of America? "Made believe" means what?

---

### LXXXVII. THE COUNTRY HOME.

#### PART I.

1. Lucy and Mary lived in the country. Their home was a large square house. It stood quite a distance from the road, and there was a nice yard in front of it.

2. In the yard were two large elm trees, and on one of them there was a good swing.

3. In the summer time a great many birds built nests in the trees. From one of the windows in the house the children could look down into the cunningest little nest.

4. There were three tiny eggs in it, and the bright-eyed little mother-bird would sit and look at them and sing away as happy as any bird ever was.

5. In another part of the tree was a strange nest hanging down from a limb, and rocking in the wind like a cradle.

6. An oriole had built this nest years before, and had come back every spring,

after its winter trip south, to repair it and live in it again.

7. At least, the children thought that it was the very same bird, as it seemed to know all about the place, and to feel quite at home there in its old nest.

8. A broad path led from the gate to the



house, and near this path there were many beautiful flowers.

9. The rest of the yard was covered with soft grass, with a dandelion here and there showing its yellow face above the green leaves.



10. The girls always liked to play in the yard. It was so very pleasant to sit on the grass or to swing high in the air.

1. Square, cunningest, another, spring, trip, repair, dandelions, oriole.

2. Close your eyes. Can you see this house? Tell how it is painted, how many doors and windows are in sight. Describe the yard, trees, fence, walk, flowers, and anything else you can see with your eyes shut. Did you ever see a square house? If one side is longer than another, is the house square? Draw a square. Write sentences containing the words *square*, *trip*, *spring*. Why is the *oriole* sometimes called the *golden robin*?

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LXXXVIII. "OUR FATHER."

1. We praise Thee for the morning light,  
We thank Thee for the rest of night;  
Now hear us, Father, as we pray,  
And grant us all Thy love this day.
2. The flowers are planted by Thy care,  
On Thee the birds depend;  
And we will also trust in Thee,  
Our loving Father-friend.
3. In every one with whom we meet,  
May we a brother see,  
And fill the flying hours full  
Of kindly deeds for Thee.

1. Depend, praise, grant, planted, flying, deeds.
  2. Why does *Thee* begin with a capital? What does *rest* mean? What other meaning has *rest*? Learn these stanzas.
- 

## LXXXIX. THE COUNTRY HOME.

## PART II.

1. The children had many pets, but they liked best of all the big Newfoundland dog, who seemed to know so much more than most dogs, and whose special duty it was to keep the gate closed.

2. Bose was always watching, and knew that it was his place to look after it. If any one carelessly left it open, the dog never had to be told of it.

3. Whenever this happened, Bose would run directly in front of the careless person, give a short bark as if to call attention to the fault, and then run and close the gate.

4. You would think him a wonderful dog if you knew half the things he did. Years before this, when the children were very small, he had been taught not to let them go out into the road; and if they went to the gate, Bose would stand against it, and they

could neither pull nor drive nor coax him away from his post.

5. They would beat him with their tiny fists, and pull his long hair, or tempt him with a nice bit of food, but all in vain.

6. He knew his duty, and stood patiently but firmly against the gate until they got tired of trying to get out and went back to their play.

7. Their mother knew it was always safe to leave them with Bose. No wonder they loved him more than all the other dumb friends they had, though the cats and the birds and the squirrels all came in for a share of their love and care.

---

1. Newfoundland, special, duty, Bose (*Bôz*), directly, attention, fault, neither, coax, tempt, patiently, dumb.

2. What three words are in "Newfoundland"? What is a *dumb* animal? What is the sound of *ti* in *attention* and *patiently*? Group the words in the fourth paragraph. Change *duty* to make it mean more than one. What sound has *ci* in *special*?

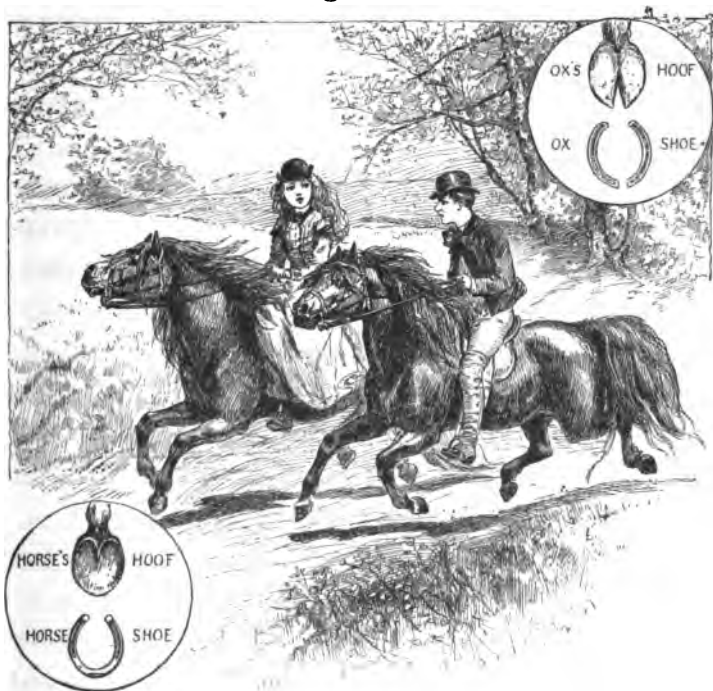
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#### XC. THE LOOSE SHOE.

1. One morning as George and Lucy were riding their ponies, George noticed that his pony was lame.

2. There was a blacksmith's shop not far away, and George had the smith look at the pony's foot to see why he limped.

3. "The shoe is loose," said the smith, "and needs resetting."



4. Then he led the pony into his little shop, and was soon busily at work taking off the loose shoe.

5. Lucy had never seen a horse shod, and

she watched the smith as he cut off pieces of the hoof, shaped the shoe and fitted it to the foot, and then drove long nails through the holes in the iron shoe into the hoof, to hold the shoe in place.

6. As they rode home she told George how frightened she was when the smith began to drive the nails into the pony's hoof, and asked him why horses were shod.

7. "Many animals," said George, "have hoofs of horn. The horse's hoof is in one piece, but the hoofs of the oxen, the cows, the sheep, and the pigs are in two pieces.

8. "The horse and the ox have to work, and are driven over the hard roads. Without shoes their hoofs would soon be spoiled.

9. "The cows and sheep walk on the soft pasture land, and do not need shoes.

10. "The horses that are driven over the stone pavements of the city streets soon spoil their feet, even when shod with heavy iron shoes. Without shoes they could not work for a single day."

---

1. Blacksmith, limped, resetting, shod, hoofs, pavements.

2. Change *pony* to make it mean more than one. Put the mark of possession after the word meaning more than one,

and pronounce the word. Did you ever notice animals' feet? What animals have hoofs? What word in the lesson is made from *set*? What does *re* mean in *resetting*? Did the smith shoe the pony?

---

## XCI. THE COUNTRY HOME.

## PART III.

1. Mr. Mason was Lucy's father. He was a farmer, and had a large farm.

2. There was a great barn near the house, and a yard in front of the barn. In the barn were horses and cows and pigs and hens and two great oxen. There was food enough for them all.

3. The scaffolds were loaded with the different kinds of hay. The bins were full of corn and meal and oats.

4. The horses and the cows and the pigs and the hens and the oxen would all eat corn and meal and oats, but the hens and the pigs would not eat hay.

5. When the grass was green in the pasture, the cows and the sheep were turned out to eat it.

6. They liked this much better than the dry hay, and would hunt up the places where the sweetest grass grew.

7. The horses and oxen had to work, but when they could get into the pasture they enjoyed the grass as much as the cows did.

8. The hens would pick a bit of grass now and then, but they liked to be in the pasture to catch the grasshoppers and the many tiny creatures that live among the grass.

9. But the pigs always had to stay in their pen, and, indeed, they were so lazy that they did not care to be turned out with the other animals. They did no work, but ate and slept and grew fat. Strange to say, this was just what Farmer Mason wished them to do.

10. But all the animals were useful in some way. Mr. Mason took many pleasant drives with the swift road horses, while the strong draft horses and the oxen would work all day dragging the plow or drawing heavy loads.

11. The cows gave great pailfuls of milk, the hens laid eggs and brought up many chickens, and the sheep, while they did not work like the oxen, gave up willingly their thick coat of fine wool every summer, to be sold and made into clothing, and carpets, and blankets, and many other things.

1. Pasture, grasshopper, loaded, bins, sweetest, grew, enjoyed, creatures, scaffolds, lazy, draft.

2. What was in the barn? What do horses eat? How do they drink? How do hens drink? Change *oxen* to make it mean only one. Change *child* to make it mean more than one. *Grasshopper* is made of what words? What does the *er* mean? When *er* is added to *hop*, what other change is made? How many kinds of *pens* do you know? How many kinds of *drafts*?

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## XCII. TIME.

### PART II.

1. "Thirty days have September,  
April, June, and November;  
All the rest have thirty-one  
But February, which has, alone,  
For three years, twenty-eight in line,  
And in the fourth year, twenty-nine."

2. "Now I see," said Henry, "that twelve months make a year, but that the months do not all have the same number of days."

3. "Then, there are three hundred and sixty-five days in each year for three years, and the fourth year has one day more," said Robert. "If I had been born on February twenty-ninth, I should have had but two birthdays so far, and I am ten years old."



4. "And it would be eight years after 1896 before I should have another birthday, as 1900 is not a leap year. Once in a very great while February has only twenty-eight days for seven years, and then, on the eighth year, it has twenty-nine again."

5. "Then," said Henry, "there are always sixty seconds in a minute, sixty minutes in an hour, twenty-four hours in a day, seven days in a week, and twelve months in a year. But there is not always the same number of days in a month, nor the same number of days in a year."

6. "I think that is right," said Robert, "and that, while the length of the day and night, measured by the light and the darkness, is not the same at different times in the year, or on different places on the earth, the arithmetic day, week, month, and year are the same everywhere."

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1. September, February, November, April, difference, number, measured, darkness.

2. Why do clocks mark only twelve hours? How many hands does a watch have? What do the hands show?

THIS list contains words (suited to this grade) whose letters cannot be known from the pronunciation. These words should be learned so thoroughly, by constant practice, orally and in writing, that every pupil can write each word mechanically in a sentence. If he has to stop and think, even if he finally spells correctly, he only half knows these words, and will always be troubled in using them. A few words should be learned each day. Review again and again. Let the pupil mark the sounds and silent letters, and mention the difficulties. Thus : "New, n, e, w. *ew* has the sound of ū. It means *not old*. Knew, k, n, e, w, is pronounced like *new*, and *k* is silent. It means, *did know*."

Correct pronunciation, distinct enunciation, exact, rapid spelling, careful analysis, and constant repetition will prove the value of this list.

a ġain'	blös' sòm	eow'ard	ēa' sŷ
ăe'tion	brēak' fâst	eôn' stant	ēar' ly
âte	beâr	erēa' ture	ēdge
a frăid'	brēast	eôugh	ēn' ġine
a mông'	bur' y	chew' ing	ēarned
an' y whêre	busi' ness	eū' ri oūs	en joyed'
aîsle	bū' reau	eush' iôn	ēi' thêr
an ôth' êr	eătch' ing	eūn' ning	e nough'
ăn' swēr	eaght	eōax	fēath' êrs
ăft' êr wards	erăwlŷ	eūr' taîn	fiêld
que' tion	eōat	dōes	fâst' ened
ăl rēad' y	eried	dīs' tançe	frônt
ap pēar'	qēr' taîn	ditch	flour
ănx' ious	eăr' riêd	dăi' sŷ	flow' êr
ăŋ' kle	elimbed	dirt' y	flight
at ten' tion	erăck	dif' fêr ençe	fêtch
ăb' sençe	eōl' ôr	daugh' tēr	fright' en
ăehe	eūp' bōard	di rēc' tion	fôr' ward
ă' pron	qēil' ing	doubt	fiêrçe
bîs' euît	eăp' i tal	de çēive'	făiled
be liêve'	chér' riēs	drēam	făult
brought	chăir	dăn' ġêr oūs	Fēb' ru a ry
be eăuse'	cor rēc't'	drew	fôught
beau' tî ful	eōv' êred	dăi' ly	fôr' eign
bróth' êr	căp' taîn	ēmp' tŷ	fūr' nî ture
be nēath'	chōose	ēv' êr y	ġrôw
build	eôn' dūct	ē ven ing	ġōes
bî' çŷ ele	eon dî' tion	ēach	ġuessed

grew	měaș' ũre	quěs' tion	tóngue
gône	măř' riage	right	troub' le
găr' den	mĩ lĩ tiã	riș' ing	tréat
guărdș	mis spell'	rě' al ly	touchēd
hól' i dăy	mós quĩ' to	răișe	truth' ful
hălf	mũs tăche'	rěad' y	thiēf
hěard	mũs' ċle	rěa' son	to gěth' er
hěap	nũĩ' sançe	rough	threadș
hũr' ried	nick' el	rěach	tō' wardș
hón' est	new	reignș	throāt
hón' ôr	neigh' bôr	răĩ' sin	trăin
height	něĩ' thěr	răth' ěr	thōugh
hěarse	nōne	re páir'	through
hiě' ough	ô' cean	shăd' ōw	těaș' ing
ĩ' dle	ought	stăirș	tied
in stěad'	óth' ěrș	sprěad	tired
ĩ' ron	ôp' po șite	slight	ũn' ele
ĩ' ċĩ ele	ôb' jects	spěaks	ũ' su al
jour' ney	ô' věr	sciș șôrș	vĩș' it ôr
knōwl' ědge	o beyed'	stōpped	vĩn' e gar
kitch' en	păirș	sũre	vein
knew	piěce	shōwed	vă' pōr
lěarn	po tă' tōeș	sěv' ěr al	văl' ley
lěs' son	plěaș' ant	străight	va cã' tion
lăugh	păin	sěa' son	wăit' ed
lōoked	păș' tũre	sue ċěēd'	wrōng
list' en	pic' tũre	sũr' façe	wěath' ěr
lēap	po sĩ' tion	scrătch	wăg' òn
lēaf	prăyer	strětch	wĩn' dōw
loșe	păint	sěize	wōrked
lōose	pă' tient	sěe' ònd	whōle
lēak	prăișe	serěam	wěa' rỹ
lin' ing	plăin' ly	syl' la ble	wòn děr
limped	po liçe'	spě' cial	wōrse
mělf' ónș	pũr' chase	săt' is fiēd	weight
měanș	paũșe	sĩ' lěnçe	wěalth
měad' ōw	pěn' sion	sew	whěth' ěr
mō' tion	phy sĩ' ċian	spōnge	Wědnes' day
mount' aĩn	quĩ' et	tăught	whĩs' tled
móth' ěr	quar' těr	thōught	wq' man
mĩn' ute	quĩte	tried	wō' men

**TEACHER'S NOTES.**

Unless you are familiar with this series, you will find it a great advantage to read carefully the Teachers' Notes in the PRIMER AND FIRST READER, since system makes good work easier and often changes *good* to *better*.

Take up the work as given in the tables pp. viii., ix., etc., go over rapidly such part of it as you find has been thoroughly finished in the lower grades, and then continue slowly, carefully, thoroughly, a little every day, until your pupils have mastered it all.

On the first Reading Lesson, p. 15, take time enough to test the knowledge and ability of your pupils, so as to find what questions to ask, as well as what to omit, in future lessons. Some teachers repeat again and again the questions whose answers are as well known by the class as their own names. This is as bad as it would be to continue drilling on the alphabet after pupils were reading Milton. But there are certain things that will always require constant drill. These are: (1) The ideas in the lesson,—the story—the instruction—the meaning. (2) The spelling. (3) The idioms and their equivalent. (4) Synonyms. (5) Allusions to persons, places, things, history, natural history, etc. (6) The formation and derivation of words. (7) The construction of sentences. (8) Grouping words that should be read as a single word. (9) Rhetorical or Reading pauses. (10) Articulation. (11) Expression,—emphasis—inflection—tone—pitch—speed, etc.

Of these 1, 2, 5, 8, 9, 10, and 11 should be used in every lesson; 8 and 9 are inseparable.

Do not confine yourself to the spelling lists, but be guided by the needs of the class in the words selected by yourself from the lesson and from the list for practice spelling, pages 207 and 208.

Do not give up marking sounds and silent letters until the necessity for it is no longer felt. The exercises given after each lesson are guides for teacher and pupil, and, in the entire series, form a complete outline of work, which, well done, will prove of great value; but teachers should go beyond this, until classes can easily cover the points suggested in 1, 2, 5, 8, 9, 10, and 11, and in this grade, to a limited extent, the easier part of the work indicated under 3, 4, 6, and 7. A few suggestions are added below on the lessons.

Lesson I. Under the questions in 2, the italic indicates a very profitable exercise, *e. g.*, "Was the room *noisy*?" Ans., "The room was *quiet*."

This is defining by opposites. "Were the *children idle*?" Ans., "The *boys and girls* were *busy*." This defines "children" by a phrase, and *idle* by its opposite. "Did the hen *stand close by* the teacher?" Ans., "The hen *stood near* the teacher." This defines a phrase by a word, and changes a verb form of question to a verb form of statement. Is this a fable, a parable, or a story? Why? Always have the lesson told in the pupil's own way, with books closed, before it is read aloud. The picture is a part of the lesson.

Lesson II. Talk about different birds, their habits, songs, nests, etc.

Lesson III. Have all script copied carefully.

Lessons IV., V. Talk about the earth, what lives on land, what in water, why it is not all land, etc.

Lesson VI. Ask questions (and have each pupil write the answers), as was done under Lesson II., to bring out the entire prose thought of the poem.

Lessons VII., VIII. Talk about the fish known by your pupils. Let pupils tell about them. Have they scales? fins? hands? teeth? etc.

Lesson X. Where, in winter, is grass green? Is it cold in winter everywhere? Talk about useful animals. Were cows in America when Columbus came here? Were horses here then?

Lesson XI. Why do we want to know the time? Can you guess it from the sun?

Lesson XIII. Question on points of the compass till each pupil can point to the "four quarters" of the horizon as requested. The uses of the compass. Why do you want to know direction?

Lesson XIV. Talk about useful plants, how they grow, where they grow, what we eat, what parts we eat, could we live without plants? etc.

Lessons XV., XVI. Do birds know their own eggs?—their own young? Useful birds, differences in birds, etc.

Lesson XVII. Do you wear wool? Do you wear cotton? Which is the warmer? Does cotton grow on animals? What else do you wear besides cotton and wool?

Lessons XVIII. and XIX. Do birds ever pretend in this way? Compare the prose and poetry. In developing parts of speech use *noun* instead of *name-word*, *verb* instead of *action-word*, etc., if you prefer to do so.

Lesson XX. In making words from other words, have the change of meaning or of time given, *e. g.*, "*fasten*, by adding *ed* the word shows past time, *ing* shows continued action; *unfastened* means *not fastened*," etc.

Lesson XXI. Have pupils learn this poem.

Lesson XXII. Have the quotation marks left out, and the sentences changed so as to be correct without them. Change paragraph 10 to direct statement, with quotation marks.

Lessons XXIV. and XXV. Drill on compound words. Always distinguish between entirely different meanings of the same word, and synonymous meanings. Also between words pronounced the same but spelled differently (e. g., *hide* = to conceal, and *hide* = the skin of an animal), but do not go beyond the ability of the class by using uncommon words (e. g., *hied* = went. But *pane* and *pain* are properly taught in Lesson XXIII.).

Lesson XXVI. Bring out the thought of this lesson, and enforce it. Some boys see with their brains, and others with their eyes only.

Lesson XXIX. A few *Outlines* are given from this point simply as a guide to the teacher. Previously, questions have brought out the meaning. Now the two forms should be combined. First, question on the lesson. Second, have the Outline filled in orally. Third, have pupils fill it in writing.

Lesson XXX. Make an Outline *with* pupils. This lesson and the next give opportunity for talks about climates and peoples. Encourage pupils to read outside of the class about the subject of the lesson. Let them tell or read to the class what they have learned about it; thus, in Lesson XXXI., let the pupils tell of the Esquimaux dogs, huts, children's dress, and anything they can find out about the Northland. This encourages research, and cultivates expression and reading.

Lesson XXXV. Have the pupils tell or write this lesson as a story. Thus, "There was once a little girl named Nellie. She lived in the country. One day, when she was going to school," etc.

Lesson XXXVI. Kinds of boats, kinds of ships; their uses; where they go.

Lesson XXXVIII. This outline is like a memorandum. Use both the *formal* and this in different lessons, as you have time.

Lesson XXXIX. Always try to make children love their country; interest them in its history, tell them stories of its noble men and women.

Lessons XLI. and XLII. You will notice that there is a great variety in these lessons. Children, like older people, get tired of sameness. Make your work as varied as the lessons. If you can teach from nature, the leaf and flower and bark, you have opened an unlimited source of knowledge for the pupils.

Lesson XLIV. What animals can be easiest taught? Tricks of animals. Do they know words?

Lesson XLVI. Kindness to animals is a needed lesson. Enforce it by story and moral.

Lesson XLVIII. Under 3 is a memorandum outline in script, brief and simple. Have it extended by pupils.

Lessons L., LII., LIV., LV., LVI., LVII., LVIII. These lessons on the sun and moon should be carefully illustrated with the globe, etc. Pupils should be led to find out and tell about the sun, moon, and stars. Are they inhabited? How far away? Do they give light? etc. What the "sky" is. Is it "held up" by anything?

Lesson LIX. Have pupils learn this lesson. Talk about a fort, how built, what for, how a fort is "stormed," what this fort is, etc.

Lessons LX., LXIV., and LXV. These are "character lessons." Show the difference between boys, which character is best. Don't discourage bravery, even in a *dare*, but show how it can be better proven and used.

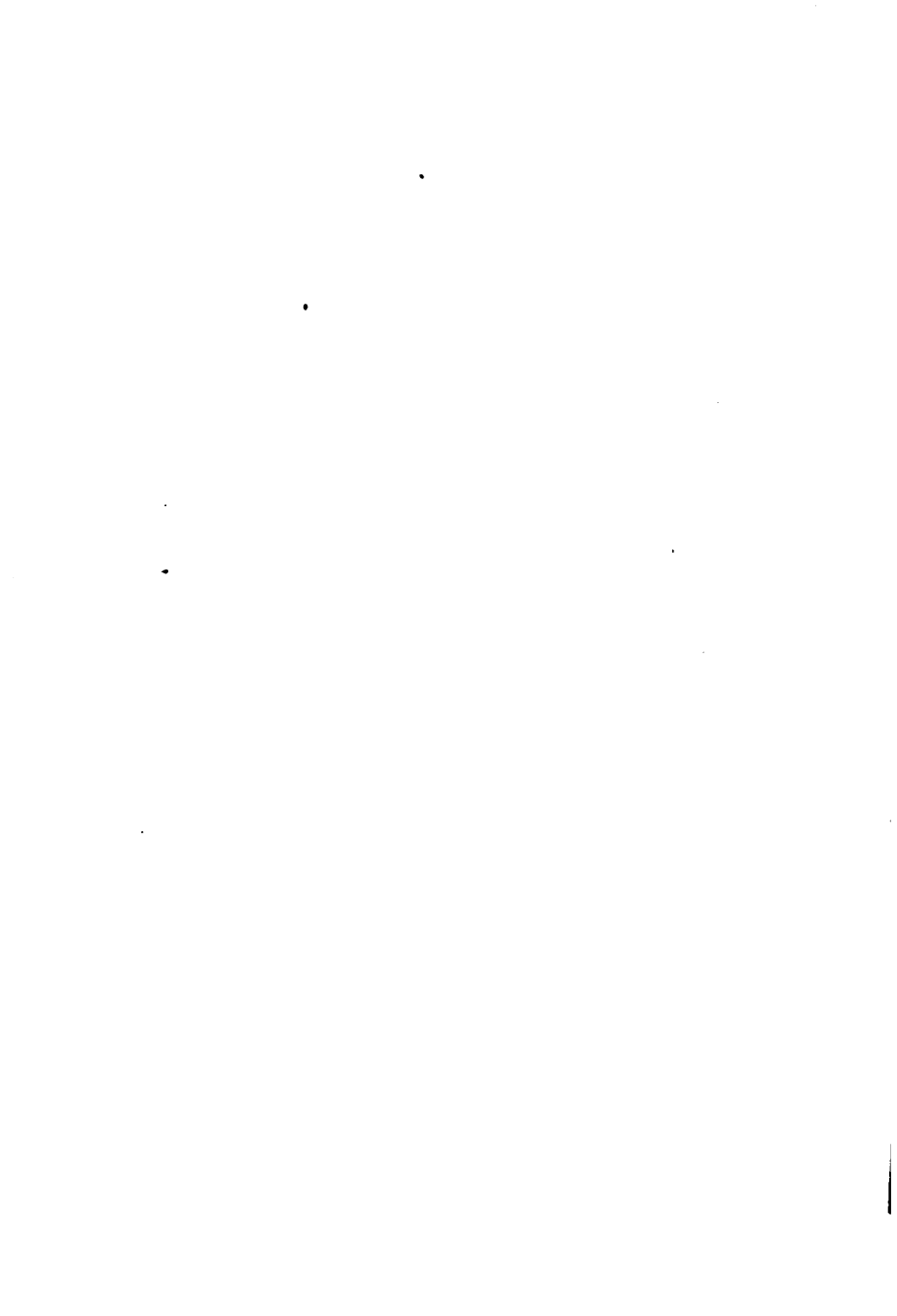
Lesson LXVIII. Have each pupil write, fold, and address a letter, telling what he has done for a few days.

Lessons LXX., LXXI., and LXXII. Teach observation of simple things around us. The habits of animals cannot be too closely watched and studied.

Lesson LXXXI. The distinctions between a fable, a parable, a story, and history are easily understood by a child. A story is not told to be believed, but it is told *as if it were to be believed*, and while it may teach a lesson, the incidents are the main points. A parable tells incidents as if they were true, but is not told to be believed, the lesson, as in a fable, being the main point; but the incidents of a parable might be true, while the incidents of a fable cannot be true.

Lessons LXXXII. and XCII. Show why it is necessary to have an "arithmetic day,"—the day and night in various places—uses of watches and clocks—how we could get along without them—what were used before they were made, etc.

By developing the Reading Lesson in this way, you will give it its proper place as the MOST IMPORTANT, as well as the FOUNDATION, of all school work.





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